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Education









ABSTRACT

*W S Chapel*

OF THE

MASSACHUSETTS

SCHOOL RETURNS,

FOR

1841-42.



**Boston:**

DUTTON AND WENTWORTH, STATE PRINTERS.

Nos. 10 and 12 Exchange Street.

.....

1842.

*M V W*

24

## TO THE BOARD OF EDUCATION.

GENTLEMEN,—

The Annual Abstract of the School Returns, for the year 1841-2, accompanied by selections from the school committees' Reports, is herewith submitted in a printed form.

The mode of preparing this class of our public documents, together with its character and object, is already so familiar to the Board and to the community, as to supersede the necessity of much detail in presenting the present work.

With the exception of Topsfield in the county of Essex, Ludlow in the county of Hampden, Richmond in the county of Berkshire, and Wellfleet in the county of Barnstable, Returns were received from all the towns in the State. Reports also were received from all the towns excepting Topsfield in the county of Essex, Westford in the county of Middlesex, Ludlow in the county of Hampden, Wendell in the county of Franklin, and Wellfleet in the county of Barnstable.

The Reports of the school committees were still more voluminous than for any preceding year,—being equivalent, in the whole, to almost twenty-five hundred manuscript, letter-paper pages.

Forty-one of the Reports were printed. If a much larger number of them were printed, it would far more effectually subserve the object of the law in requiring them to be made. The views and suggestions which they contain are too valuable to be lost, as many of them now are.

Owing to an unavoidable mistake in the Abstract of last year, (the cause of which was explained in the Report to the Board, prefixed to the volume,) the Tables of Population were not entirely correct. The Tables of Population in the present volume have been carefully copied from the last census of the United States.

The form of the present Abstract has been so far modified as to bring all the selections from the Reports together in the body of the work, and to place all the statistical part in consecutive tables at the end. This mode effects a little economy in regard to space, and is, on the whole, attended with no increased difficulty in consulting the work.

It was thought also that the lists of school books might be omitted, at least for one year, without detracting any thing from the value of the Abstract.

The present volume is not only full of *promise*, but it abounds also, in proofs of *performance*. The Reports of the committees manifest a higher degree of intelligence in regard to the principles on which our schools should be conducted, and a greater familiarity with the proper modes of

teaching and governing them ; and the tables demonstrate an increase of interest on the part of the public in the subject of Common School education. In proof of the former assertion, I refer, confidently, to the admirable selections which this volume contains ; and as one item of evidence in support of the latter, it may be mentioned that the increase of appropriations for the last, over the preceding year, was about twenty-five thousand dollars.

The preparation and circulation of the Annual Abstracts have been one of the most effective means for enlightening and elevating public sentiment on the paramount importance of education *for the whole people*. It is most earnestly to be wished that this instrumentality may be made still more effective than it has hitherto been, by a more universal diffusion of the facts, views and arguments which the Abstracts contain. This could be done by holding meetings, in the several school districts, during the autumn and winter, at which such portions of the present, or of the preceding volumes should be read as may be found particularly applicable to the condition of the respective places. Experience has demonstrated the efficacy of this mode wherever it has been tried. Many school committees can testify that, as the reward of adopting such a course, they have substituted interest for apathy, and changed opponents into zealous coöperators. So many volumes of the Abstract have now been distributed, either to school committees, town clerks, or members of the Legislature, that a copy could be loaned, during the winter, to all the school teachers in the State, who could not fail to be instructed and stimulated by a perusal of its contents. Our free school system has such intrinsic and indestructible merits of its own, that an increased knowledge of its claims is sure to be followed by increased efforts for its prosperity.

HORACE MANN,

*Secretary of the Board of Education.*

Boston, Sept. 1, 1842.

NOTE. The law provides that "the Abstract of the School Returns shall be made up, under the direction of the Board of Education, in the office of the Secretary of the Commonwealth."

A *literal* interpretation of the above section would require that the whole work of preparing this volume should be done in the office of the Secretary of State,—and some have supposed that such was the fact.

Justice both to that office and to myself may require me to state, more particularly, that the tabular part of the present volume,—from page 199 to page 247, inclusive,—has been prepared in the Secretary of State's office. The residue of the work, consisting of an examination of the school committees' Reports ; the making of selections from them, and preparing those selections for the press ; the revision of the tables as they came from the Secretary's office, and the reading of the proofs of the whole volume, has been done by myself.

It gives me pleasure to add, that the portion of the work done in the Secretary's office has been very satisfactorily performed.

H. M.

# CONTENTS.

Abington, - - -	178	Concord, - - -	51	Hardwick, - - -	82
Acton, - - -	39	Conway, - - -	131	Harvard, - - -	83
Adams, - - -	141	Cummington, - - -	112	Harwich, - - -	189
Alford, - - -	141			Hatfield, - - -	114
Amesbury, - - -	4	Dalton, - - -	142	Haverhill, - - -	10
Amherst, - - -	110	Dana, - - -	80	Hawley, - - -	133
Andover, - - -	4	Danvers, - - -	6	Heath, - - -	134
Ashburnham, - - -	71	Dartmouth, - - -	167	Hingham, - - -	182
Ashby, - - -	40	Dedham, - - -	153	Hinsdale, - - -	143
Ashfield, - - -	129	Deerfield, - - -	132	Holden, - - -	83
Athol, - - -	71	Dennis, - - -	189	Holland, - - -	121
Attleborough, - - -	166	Dighton, - - -	167	Holliston, - - -	57
Auburn, - - -	77	Dorchester, - - -	154	Hopkinton, - - -	53
		Douglas, - - -	80	Hubbardston, - - -	84
Barnstable, - - -	188	Dover, - - -	155	Hull, - - -	182
Barre, - - -	77	Dracut, - - -	52		
Becket, - - -	141	Dudley, - - -	80	Ipswich, - - -	12
Bedford, - - -	40	Dunstable, - - -	55		
Belchertown, - - -	110	Duxbury, - - -	179	Kingston, - - -	182
Bellingham, - - -	151				
Berkley, - - -	166	East Bridgewater, - - -	180	Lancaster, - - -	85
Berlin, - - -	79	Eastham, - - -	189	Lanesborough, - - -	144
Bernardston, - - -	129	Easthampton, - - -	112	Lee, - - -	144
Beverly, - - -	5	Easton, - - -	167	Leicester, - - -	85
Billerica, - - -	41	Edgartown, - - -	194	Lenox, - - -	145
Blandford, - - -	120	Egremont, - - -	142	Leominster, - - -	87
Bolton, - - -	79	Enfield, - - -	113	Leverett, - - -	134
Boston, - - -	1	Erving, - - -	133	Lexington, - - -	58
Boxborough, - - -	41	Essex, - - -	8	Leyden, - - -	134
Boxford, - - -	5			Lincoln, - - -	58
Boylston, - - -	79	Fairhaven, - - -	168	Littleton, - - -	59
Bradford, - - -	5	Fall River, - - -	168	Longmeadow, - - -	121
Braintree, - - -	132	Falmouth, - - -	139	Lowell, - - -	59
Brewster, - - -	188	Fitchburg, - - -	81	Ludlow, - - -	121
Bridgewater, - - -	178	Florida, - - -	142	Lunenburg, - - -	87
Brighton, - - -	41	Foxborough, - - -	156	Lynn, - - -	12
Brimfield, - - -	120	Framingham, - - -	55	Lynnfield, - - -	12
Brookfield, - - -	79	Franklin, - - -	156		
Brookline, - - -	152	Freetown, - - -	171	Malden, - - -	59
Buckland, - - -	130			Manchester, - - -	13
Burlington, - - -	42	Gardner, - - -	81	Mansfield, - - -	171
		Georgetown, - - -	8	Marblehead, - - -	15
Cambridge, - - -	43	Gill, - - -	133	Marlborough, - - -	59
Canton, - - -	152	Gloucester, - - -	9	Marshfield, - - -	183
Carlisle, - - -	45	Goshen, - - -	113	Medfield, - - -	156
Carver, - - -	178	Grafton, - - -	82	Medford, - - -	60
Charlemont, - - -	130	Granby, - - -	113	Medway, - - -	157
Charlestown, - - -	49	Granville, - - -	121	Mendon, - - -	89
Charlton, - - -	80	Great Barrington, - - -	142	Methuen, - - -	15
Chatham, - - -	189	Greenfield, - - -	133	Middleborough, - - -	184
Chelmsford, - - -	50	Greenwich, - - -	113	Middlefield, - - -	114
Chelsea, - - -	3	Groton, - - -	56	Middleton, - - -	18
Cheshire, - - -	141			Millford, - - -	91
Chester, - - -	120	Hadley, - - -	113	Millbury, - - -	91
Chesterfield, - - -	111	Halifax, - - -	180	Milton, - - -	157
Chilmark, - - -	194	Hamilton, - - -	10	Monroe, - - -	135
Clarksburg, - - -	142	Hancock, - - -	143	Monson, - - -	121
Cohasset, - - -	153	Hanover, - - -	181	Montague, - - -	125
Coleraine, - - -	130	Hanson, - - -	181	Montgomery, - - -	122



Mount Washington,	145	Richmond,	-	148	Townsend,	-	66	
Nantucket,	-	196	Rochester,	-	186	Truro,	-	192
Natick,	-	60	Rockport,	-	26	Tyngsborough,	-	66
Needham,	-	159	Rowe,	-	138	Tyringham,	-	149
New Ashford,	-	145	Rowley,	-	27			
New Bedford,	-	171	Roxbury,	-	160	Upton,	-	102
New Braintree,	-	91	Royalston,	-	98	Uxbridge,	-	102
Newbury,	-	18	Russell,	-	123			
Newburyport,	-	21	Rutland,	-	99	Wales,	-	127
New Marlborough,	-	146				Walpole,	-	162
New Salem,	-	136	Salem,	-	23	Waltham,	-	67
Newton,	-	60	Salisbury,	-	33	Ware,	-	116
Northampton,	-	114	Sandisfield,	-	148	Wareham,	-	187
Northborough,	-	92	Sandwich,	-	191	Warren,	-	103
Northbridge,	-	93	Saugus,	-	33	Warwick,	-	139
North Bridgewater,	-	184	Savoy,	-	149	Washington,	-	149
North Brookfield,	-	93	Scituate,	-	186	Watertown,	-	67
Northfield,	-	136	Seekonk,	-	174	Wayland,	-	68
Norton,	-	171	Sharon,	-	161	Webster,	-	103
Norwich,	-	115	Sheffield,	-	149	Wellfleet,	-	192
			Shelburne,	-	138	Wendell,	-	140
Oakham,	-	94	Sherburne,	-	63	Wenham,	-	34
Orange,	-	137	Shirley,	-	63	Westborough,	-	104
Orleans,	-	190	Shrewsbury,	-	99	West Boylston,	-	107
Otis,	-	146	Shutesbury,	-	138	West Bridgewater,	-	187
Oxford,	-	95	Somerset,	-	174	West Cambridge,	-	68
			South Hadley,	-	116	Westfield,	-	127
Palmer,	-	122	Southampton,	-	116	Westford,	-	69
Pawtucket,	-	172	Southborough,	-	100	Westhampton,	-	117
Paxton,	-	95	Southbridge,	-	100	Westminster,	-	108
Pelham,	-	115	South Reading,	-	63	West Newbury,	-	35
Pembroke,	-	184	Southwick,	-	123	Weston,	-	69
Pepperell,	-	61	Spencer,	-	100	Westport,	-	176
Peru,	-	146	Springfield,	-	123	West Springfield,	-	127
Petersham,	-	95	Sterling,	-	101	West Stockbridge,	-	150
Phillipston,	-	96	Stockbridge,	-	149	Weymouth,	-	163
Pittsfield,	-	147	Stoneham,	-	64	Whateley,	-	140
Plainfield,	-	115	Stoughton,	-	161	Wilbraham,	-	128
Plymouth,	-	185	Stow,	-	65	Williamsburg,	-	117
Plympton,	-	186	Sturbridge,	-	101	Williamstown,	-	150
Prescott,	-	115	Sudbury,	-	65	Wilmington,	-	69
Princeton,	-	97	Sunderland,	-	138	Winchendon,	-	108
Provincetown,	-	190	Sutton,	-	101	Windsor,	-	150
			Swansey,	-	175	Woburn,	-	69
Quincy,	-	159				Worcester,	-	109
Randolph,	-	159	Taunton,	-	175	Worthington,	-	118
Raynham,	-	173	Templeton,	-	102	Wrentham,	-	163
Reading,	-	61	Tewksbury,	-	65			
Rehoboth,	-	173	Tisbury,	-	195	Yarmouth,	-	192
			Tolland,	-	127			
			Topsfield,	-	34			

# SUFFOLK COUNTY.

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## BOSTON.

SELECTIONS FROM [PRINTED] REPORT. \* \* Your committee, having thus briefly presented their views as to the condition of each school separately, would ask your attention to a few general suggestions and observations. To the discharge of the duty assigned to them, they have devoted the utmost amount of time, consistent with their other engagements. They spent a whole day in each of the schools, with the exception of the Smith and the Lyman schools, to each of which a half day was devoted, and it is believed that they have examined every scholar in every branch studied by him or her. They have not attempted to arrange the schools in any scale of rank, founded upon their comparative appearance; because, in the first place, they doubted the expediency of such a course, and because, also, in order to do it properly, a more minute and extended examination, even than that which they gave, would be requisite. \* \*

Among the suggestions and recommendations which we would venture to make, is the importance of a more thorough and exact instruction, even if a less amount of ground be gone over. There is too prevalent a wish to measure the progress of the scholar by an apparent, and not a real standard; by the number of pages passed over, and not by the amount of knowledge conveyed. It is a very obvious truism that it is much better to know a little thoroughly than much, superficially; but though it is so obvious a truism, it is constantly overlooked or violated in the business of education, and the habit of mind produced by this violation is very injurious. In this respect, almost all our schools are susceptible of improvement.

In history and geography, we would recommend a more careful attention to our own country. These are of primary importance. A boy or girl should be taught thoroughly the history and geography of his or her own country, before going beyond anything more than the outlines of those of other countries. In most of the schools, this rule is not observed with sufficient care. We, especially, found it difficult to obtain correct answers to questions about the constitution and government of our own country. One can listen with no satisfaction to hear a boy mention the rivers in China, or the mountains in Sweden, after he has been found ignorant of the mode of electing the president and senators of the United States.

The danger of tasking the memory rather than the understanding, should be strongly urged upon our teachers. Though it is sometimes unavoidable that children should commit to memory what they do not understand, especially in large schools, yet it should be considered an evil, and guarded against, accordingly, as much as possible. We often found this to be the case, and that a scholar would lose himself the moment he wandered from the beaten track of the printed page. We deem it an evil that scholars should read aloud a piece of prose or poetry, which they do not comprehend. We are assured that this cannot be helped, and that there is not time to explain allusions, illustrations, &c.; and it may be so; but if so, the proper assistance should be afforded by the reading book itself, for the task of teaching a boy to read what he does not understand, is an occupation resembling in kind that of teaching a parrot to talk. The committee may, in this connection, be allowed to remark that there is great room for improvement in the text-books used in our schools, with very few exceptions.

We have noticed too great a disparity between the extreme portions of the schools, not only between the first and the lowest classes, but between the highest

and lowest members of each class. The attention does not seem to be fairly divided. The bright and intelligent scholars who need it least, receive the most care. There appears to be too great a difference, as a general rule, between the first division of the first class and the rest of the school. The interests of the rank and file are somewhat neglected for the sake of a few leaders. This is, perhaps, an inevitable result of schools so large as ours, and of that system of emulation and that high-pressure principle on which they are managed, and which, your committee would respectfully suggest, is carried quite too far. \* \*

Your committee deem it their duty, before closing their report, to call your attention to the defective arrangements and inferior accommodations of our school-houses, which are behind the spirit of our times, and unworthy of so wealthy and intelligent a city as ours. A great evil is felt in the want of recitation rooms. From two hundred to two hundred and fifty children are crowded together into one large room, in which two or three sections are, constantly or for a large part of the time, engaged in recitation, producing a hubbub and confusion, which distract the attention, are irritating to a nervous temperament and highly injurious to good order. From the same deficiency, results a loss of time to every school, the aggregate of which is very considerable. In addition to this, the schools are too crowded and the seats are not properly constructed. There is not a single school, which has come under the observation of your committee, in which the seats are adapted, as they ought to be, to the young and growing frame. Especially, do the girls suffer from this cause, from their greater delicacy of organization and less hardy habits of exercise. Such seats cannot be viewed without pain by any one acquainted with the principles of physiology. Their inevitable tendency is to produce diseases of the spine and chest, and to lay the foundation of chronic complaints, which will embitter life, if they do not shorten it. Public attention is not called to this subject, because the connection is not perceived between the cause and the effect, but if the community could only realize the extent of the evil, and have brought before their senses, in some perceptible form, the consequences of this violation of the natural laws, we believe that a reform would be insisted upon, and that no considerations of economy would be allowed to stand in the way of it. Indeed, a truly enlightened economy, no less than higher motives, would make the health of our children a matter of the first importance, and remove or alter every thing that operated unfavorably upon it. \* \*

*Keys.* The attention of the committee has been drawn to the use, by the pupils, of "*Keys to Arithmetic and Algebra*," containing the answers to all the questions and the solution of many of them. It was not intended by Mr. Emerson, that the "*Keys*" prepared by him should be used by the scholars, and in his opinion "such use would generally be injurious," and he endeavored to guard against the general use of them. It has been found that the scholars have access to the "*Keys*," and your committee think it would be expedient to provide, that they should not be used by the scholars; and to authorize the teachers to regard the violation of such a provision as subjecting offenders to the loss of rank, or other punishment. A provision is made as to the "*Latin Grammar School*," that no translations "of the Latin and Greek authors studied, nor any interpretations, *Keys*, or orders of construction shall be allowed." There would seem to be the same reason for providing that "no keys" to the questions in arithmetic and algebra should be allowed. Your committee think it better that the scholars should undertake to solve the questions, without previously knowing the answers;—but the chief objection to the "*Keys*" is, that they contain the solution of the most difficult questions, which the pupils should certainly try to solve without such aid.

*Book-Keeping.* According to the regulations, book-keeping is required to be taught in the first classes. This is attended to generally, but there are some schools in which it is omitted. The committee consider it highly important that book-keeping should be taught to every first class. Independent of the important practical information obtained by a knowledge of book-keeping, even by single entry, it is an excellent practice in penmanship, and more agreeable for the advanced classes than the continued use of the ordinary copy-books. \* \*

SCHOOL COMMITTEE.—Jonathan Chapman, Edward Blake, Sebastian Streeter, Henry G. Clark, James H. Barnes, Charles H. Stearns, Ezra Palmer, Jr., Rollin

*H. Neale, David Morgan, Aurelius D. Parker, Frederick Emerson, Henry Dyer, William J. Hubbard, George S. Hillard, Charles Gordon, William M. Rogers, Zabbdiel B. Adams, Alexander Young, Benjamin A. Gould, Edward Wigglesworth, John Odin, Jr., Ezra Weston, Jr., Olin A. Skinner, John T. Sargent, Alvan Simonds, Charles C. Shackford.*

## CHELSEA.

SELECTIONS FROM [PRINTED] REPORT. \* \* The schools in the Ferry District are believed to be, on the whole, in a satisfactory state. In this district there are now six schools and eight teachers. Early in the year, the committee, finding that the grammar school had become larger than could be accommodated in the room provided for them, called upon the district to furnish another room, so that the school might be divided. The district, at a considerable expense, fitted up the hall over the grammar school room, and established a secondary or intermediate school, by taking the younger portion of the scholars of both sexes from the grammar school and placing them under the charge of two young ladies in the upper room. This school commenced on the 10th of May, 1841. \* \* We have looked upon this school rather as an experiment, and have regarded its progress with no little interest. The design has been, that it should receive those scholars who are qualified to leave the primary schools, and carry them forward in the studies usually pursued by the lower classes in our grammar schools, till, in the opinion of the committee, they should be qualified to enter the grammar school in the lower room. The latter, comprehending only the more advanced scholars in the district, becomes virtually a high school. The result thus far has been more favorable than a majority of us anticipated. \* \*

Another peculiarity of this school, about which we have felt some solicitude, deserves to be adverted to. We refer to the mode of government. No corporal punishment has ever been inflicted in it. Nor has the principle of emulation,—the assignment of rank or rewards,—been substituted in its place. An attempt has been made to govern it wholly by moral means and motives, by kind admonition, by affectionate persuasion, and by appeals to the better feelings and higher nature of the child. And though the order is not as perfect as we could desire, yet we are happy to acknowledge that it is better than we anticipated. \* \*

One thought may be worth suggesting respecting this school in its connection with the secondary school. The latter is preparatory to the former. The scholars of the one are all expected to become, at some future time, scholars of the other. Is it not a matter of some consequence that both should be under the same or a similar system of government? In the opinion of the master of the grammar school, it seems to be necessary occasionally to inflict corporal punishment. We do not know that it can be wholly dispensed with. In the secondary school, such a thing is as yet unknown. Now the committee do not care to express an opinion as to which of these modes of government is best. They are not prepared to say that they think either unqualifiedly good. But they are of opinion, that, in the near relation in which they stand to each other, there ought to be some uniformity of discipline. They would respectfully commend this subject to the attentive consideration of their successors in office. \* \*

We had intended to present considerable statistical information concerning the schools in a tabular form, but we have been unable to do it with any degree of accuracy on account of the imperfect manner in which the school registers have been kept by most of the teachers, and have therefore omitted it. In order to answer any useful purpose these registers ought to be fully and faithfully kept. We hope that this will hereafter be rigorously required of every teacher. \* \*

SCHOOL COMMITTEE.—*Horatio Alger, Willard Badger, Benjamin F. Clarke, Samuel D. Robbins, Benjamin Wheeler, Jr., David Floyd, Jr., E. W. Arnold.*

## ESSEX COUNTY.

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### AMESBURY.

**SELECTIONS FROM REPORT.** \* \* Your committee are happy to state that they have witnessed commendable improvement in most of the schools. A new impulse has been given to several schools the past year. New teachers have been employed,—teachers, not only qualified in a literary point of view, but qualified with what is of equal importance, the *ability* of communicating in an interesting and profitable manner what they were called to teach. In comparing the progress which has been made in certain schools the past year, with what was made the year before in the same schools, managed by different teachers, your committee hesitate not to say, that the progress has been great compared with the preceding year. \* \*

But although they have witnessed great improvement in the schools the past year, still there is room for greater improvement. Our Public Schools have not, as yet, reached that high and elevated stand which they may and should attain. \* \*

**SCHOOL COMMITTEE.**—*J. B. Hadley, L. W. Clark, S. H. Merrill.*

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### ANDOVER.

**SELECTIONS FROM [PRINTED] REPORT.** \* \* In two of the winter schools females were employed as teachers; and these schools would not suffer in comparison with any that were taught by males. There can be no doubt that they are the best teachers for young children. Their manners are more mild and gentle; they have more patience, and a stronger affection for children, and more easily secure their confidence. Where the children in a district are young, and there is harmony among the parents, an experienced female will keep quite as good, if not a better school than a male, and at much less expense. \* \*

Though much good is accomplished in our schools as they are now conducted, still there is room for much improvement. There should be greater caution in the selection of teachers. There is scarcely any class in society who have so much influence in forming the manners and the morals of our children as the teachers of our Public Schools. To their care and influence we commit the minds and hearts of our children in the most important period of their lives. Great good will result from their wisdom and fidelity, or incalculable injury from their folly, incompetency and neglect. The character of a school depends, in a great measure, upon the character of the teacher. And it would be far better to close the doors of our schoolhouses, than to have our children collected there under the direction of incompetent and unfaithful teachers, where they are forming habits of idleness and insubordination. Most of the difficulties that arise in our schools, originate from the ignorance, the inexperience, or the want of judgment in the teacher. Let then the prudential and examining committees heartily cooperate in their efforts to secure the services of the best teachers, and one great obstacle to the improvement of our schools will be removed. \* \*

**SCHOOL COMMITTEE.**—*Peter Osgood, Joseph Rice, Samuel Merrill, William LeBarron.*

## BEVERLY.

**SELECTION FROM REPORT.** \* \* Particular inquiry was made in this as in all the schools, whether any moral defects had been observed by the teachers. A few instances of profanity and falsehood were reported. But it is not the absence of such faults alone which should be required. The committee feel that the time has come for inquiring after the culture of positive as well as negative virtues,—for asking not only what moral delinquencies, but what forgiving, generous, conscientious, noble and Christian qualities, have been manifested. The education of the intellect, of the head, should never be at the expense of that of the heart. That is the only true method of instruction which gives to all that is susceptible of worthy progress, in both, free and full expansion.

The schoolhouses, without exception, were neat. Most of them had been recently whitewashed, and several were tastefully ornamented. Two of them are decidedly behind the times, and need much to be rebuilt or remodelled. In all the districts a watchful eye should be kept on the improved methods of ventilation, of seating, and other interior arrangements, and also external ones, by which the physical and intellectual benefit of the scholars may at once be best promoted,—as by the seasonable adoption of such, all concerned will be great gainers. \* \*

**SCHOOL COMMITTEE.**—*C. T. Thayer, Stephens Baker, Robert Rantoul, W. Bushnell, E. Bradstreet, Joseph Abbott, C. W. Flanders.*

## BOXFORD.

**SELECTION FROM REPORT.** \* \* The registers of some of the teachers, from which the committee make their return, have been so imperfectly kept that some important information cannot be gathered from them. In some instances no name was affixed to the register, whether through ignorance, or from shame, the committee are unable to decide. \* \*

**SCHOOL COMMITTEE.**—*Samuel Kimball, Josiah Kimball, Benj. Robinson.*

## BRADFORD.

**SELECTION FROM REPORT.** \* \* Before closing their report your committee will state, that, from an investigation, they find that the amount of money raised by this town for the support of Public Schools is less in proportion to the number of the youth than is the average sum raised by the several towns in the Commonwealth, a fact which deserves the serious consideration of the inhabitants of this place; for in the intellectual as in the physical world, those that sow sparingly will reap sparingly. We can hardly think that the town is prepared to abide the result which must and will necessarily follow such a state of things. Your committee are aware that a part of the evil, which would otherwise grow out of such defect in the provision which the town has hitherto made for the education of the children, is prevented by the advantage afforded in our several institutions of a higher order,—institutions deservedly held in great estimation at home and abroad. But while these prevent, in part, they do not remedy all the evils which naturally grow out of such a course. The question still returns, is the town willing to have their youth grow up and go into business, with less opportunities for acquiring an education than is enjoyed by the great majority of those who are to be associated with them in the various occupations and responsibilities of life? Whose children will possess the influence, enjoy the honors, and hold the offices within the gift of the Commonwealth in coming years? Whose will most likely have the disposition and possess the ability to benefit their country and the world? By whom will righteousness be established and the kingdom of God built up among men?

**SCHOOL COMMITTEE.**—*Gardner B. Perry, Benjamin Greenleaf.*

## DANVERS.

**SELECTIONS FROM [PRINTED] REPORT.** \* \* It is impossible for any one to observe attentively the condition of our schools, without noticing many things capable of amendment. The more attentively such observations are made, the more apparent will be the defects. Such defects must be pointed out, before we can expect them to be remedied. This is an imperative duty incumbent on the committee. When we speak of defects in our schools, it is in comparison with what they ought to be, and not with what they have been. We entertain a confident belief, that they have been constantly improving for several years, and that their present condition will compare well with that of any former period. \* \*

**Subdivision of Districts.** Our experience leads to the belief that there is nothing gained by subdividing districts into small sections; but, on the contrary, that it would be much better to have them much larger than most of them now are. A school of 200 scholars, properly divided into classes, with convenient apartments for each class, under the care of a principal teacher with three assistants, can be conducted to much better advantage than the same scholars can in four distinct schools, with a distinct teacher for each school. One man, with three female assistants, might conduct such a school,—and a saving could be made in the compensation for their services. \* \* Is it not, then, a consideration worthy of attention in those parts of the town where 200 scholars between the age of 6 and 16 years can be found within the compass of a mile, whether it is not expedient to reorganize our districts so as to concentrate our scholars in this manner? \* \*

**Examination of Schools.** Never have we known so general an interest manifested in the visitation of our schools as in the present season. In some of the districts the houses have been filled, by the parents and friends, to overflowing. Such attendance cannot fail to produce a beneficial influence. When children know that their parents are interested in their studies, and that they will be present to witness their recitations, they will be ambitious to be prepared in their answers. Where is the boy to be found so dull and heedless, whose bosom will not swell with emotions of gratification, when he witnesses the smile of approbation creeping over the face of his delighted parent, at his prompt and satisfactory answers? And where is the parent who does not himself feel pleased, and take to himself some credit, for what he may have done to enable his child to answer in this satisfactory manner? \* \*

At the organization of the board, there was chosen a sub-committee of three, to visit and examine the several schools in town. One to visit all the schools, and the others to accompany him, in their respective sections of the town. The other members of the board were requested to visit the schools in their vicinity, as they might have opportunity. \* \* The design of this mode of visiting was to introduce a uniformity in the conducting of the schools, and to enable the committee to have a correct comparative view of their condition.

If the service of some individual competent to the duty, could be secured to enter each school, and ascertain its peculiarities, and give directions to the studies of the pupils, and the confidence of parents and teachers could be secured in favor of such direction, it would be one of the best modes of promoting the improvement of the schools. Such a mode of visitation has been adopted in some towns with encouraging success,—and in this way alone can it be in the power of the committee to conform to the requisitions of the statute.

**Attention to Writing.** So little improvement had been made in many of our schools in years past in their writing, that the committee seriously contemplated introducing teachers, whose time should be expressly devoted to this object. A sub-committee of the board had reported in favor of this measure. But the examinations of the schools, and the marked improvement in writing in several of them, the present year, induce us to hesitate as to this recommendation. If proper care is taken to require the teachers to be well qualified on this point, before they are approved, and proper directions are given them in regard to the books to be used and copies to be written by the scholars; and also that the books shall be daily inspected by the teachers, and all errors pointed out,—we doubt not that a fair handwriting will soon be general in all our schools.

\* \* The examinations of the present year have more fully confirmed the

opinion that we have heretofore expressed, of the propriety of first learning to write *coarse hand* well. We are confident that this is the only safe *substratum* on which improvement in writing can be based.

*Distribution of Money.* The distribution of the money appropriated for the support of the schools having been referred by the town to the school committee, together with the prudential committees of the several districts,—

At a convention of these committees, it was voted, "That the sum of thirty-five hundred dollars, raised by the town for the support of schools, be divided as follows, to wit: that two dollars and fifty cents be appropriated to each person in the several districts, between the ages of four and sixteen years, and that whatever sum remains, shall be distributed among the smaller districts at the discretion of this convention."

\* \* The sum actually appropriated by the town was \$2 80 for each scholar,—though in consequence of the inequality of our districts, \$2 50 is all that is realized in most of them. When we look at this in the aggregate, it seems a respectable sum. But when we bring it down to its application to individuals, and compare it with the expense of supporting children at private schools, it dwindles into insignificance,—\$2 50 are only sufficient to support one of our smallest children, a single quarter, at the humblest primary school. Can this, then, be deemed an adequate provision for the education of our youth through the year?

The policy of our system of Common Schools is, and *should be*, to furnish all the children ample means of obtaining a *thorough practical education*. For this purpose the schoolroom is opened equally to the poor and to the rich. If the man of property has to contribute more for their support, than in proportion to the children he can send, (for it not unfrequently happens that those who have most of one of these blessings have least of the other,) he finds his indemnity in the improved moral condition of the educated population around him. Were it not for our schools and our system of education, what would be the condition of our population? They would be maturing for the occupation of our *almshouses* and our *prisons*. Among the causes of pauperism and crime, neglect of attendance on Public Schools is second only to the *baneful influence* of the *drum shop*.

*Hints to the Town.* Are we not in this town behind our contemporaries in our appropriations for the support of our Public Schools? We stand the 57th town in the Commonwealth; that is, there are 56 who deservedly rank before us. Why do we permit ourselves to be *degraded* by so *high a number*? May we not fairly doubt whether there are *twenty* towns in the Commonwealth better able to make a generous contribution for the support of their Public Schools, than the town of Danvers? Will it be said that we now have as much as can be advantageously applied to our present system of schools? If so, the answer is, change the system. Advance with your population and your means, and march up to the line of duty. Why do we linger along from year to year, without providing such schools as the law requires of us; with the inconvenience and expense of sending our children to the neighboring towns, to complete their education, when a better plan only needs to be suggested to be adopted? \* \* \*

We are aware of the answer, always at hand, when this subject is suggested,—that our *locality* is such that *one school* will not accommodate our population; and we admit the *force* of the remark. But we do not think it *forcible* enough longer to have a controlling influence. This town has now ample means at command to provide *two* suitable and convenient school establishments, to be open for the benefit of the whole town, through the year. And when thus provided, \$1500 additional appropriation will support competent teachers. It remains with the people to say, *when* it shall be done. It shall no longer be said that the committee have not *dared* to suggest it.

*Qualifications of Teachers.* The qualifications of teachers introduced to our schools, and the mode of ascertaining them, are considerations of the highest importance to be taken into view, by those who may hold the office of school committee. It has become so common for those who cannot otherwise find employment, to offer their services as teachers, that none should be admitted who cannot acquit themselves well on a strict examination; and who, in addition to their literary qualifications, do not give evidence of their ability to govern and *aptness to teach*.



To guard against improper approbations, the committee have required that candidates for the schools should be examined in the presence of at least *two members* of the board, and receive the approbation of a *third*, before a certificate can be granted in their favor. But even with these restrictions, we have had the mortification to see in the teacher's chair those who were poorly qualified to stand *midway* of the first class; and who were careful not to exhibit to the committee a list of their classes, through fear of exposing their handwriting. Experience like this should induce some more searching examination,—and persons should not be admitted to take charge of our schools, whether they be small schools or large schools, because they are a sister of A., or a brother of B., or a cousin of C., or a niece of D., or because they may be in straitened circumstances, or without the ability to provide for their support in any other manner. Before the approbation is granted, it should be made certain that they have the ability to teach, and an adaptation for the employment. A neglect of due preliminary attention to this latter qualification, is one of the most fertile sources of failure of success in our schools. Aptness to teach is the *main-spring* of a school teacher's qualifications. \* \*

*Books for Poor Children.* The committee have been somewhat annoyed in this as in former years, by applications for books for those children whose parents neglect to provide them. Not that they would hesitate at all in ordering books in behalf of the children; but because there has been too much reason to fear, in some instances at least, that these books have been used to gratify the vitiated tastes of the parents, instead of enlarging the vacant minds of the children. Nine tenths of those who have been thus supplied, would not need the supply, if their parents would but enlist under the Washingtonian banner. \* \*

SCHOOL COMMITTEE.—*J. W. Proctor, Milton P. Braman, Daniel P. King, John M. Austin, Fitch Poole, Moses Black, Jr., Samuel Preston, Thomas P. Field, William Endicott.*

## ESSEX.

SELECTIONS FROM REPORT. \* \* We [the committee] have visited the several schools taught in Essex during the past year, in compliance with the requisitions of the law; and we think we have abundant reason to congratulate the inhabitants of this place, upon an obvious and decided improvement in the condition of the schools, generally, throughout the town. \* \*

Your committee would respectfully suggest, to the several prudential committees, the propriety of being cautious when engaging teachers, to procure, if possible, such as are not merely well-informed, but energetic and efficient in character,—men who have some *tact* for awakening and bringing out the powers of youth, by familiar questioning and illustrating. And it would be vastly better to hold out the inducement of a larger compensation to such, than to engage, at a cheap rate, those who, at best, would give but partial satisfaction. \* \*

It is a matter of regret, that the larger scholars are sometimes withdrawn from the schools before their close. Such a course is disadvantageous to the school, and dispiriting to the instructor. And we would recommend to the parents to see that their children attend the school towards its close, and especially *on the day of examination*, unless they are detained by imperious necessity. \* \*

SCHOOL COMMITTEE.—*John Prince, Moses B. Perkins, Ebenezer Burnham.*

## GEORGETOWN.

SELECTION FROM REPORT. \* \* In closing their report, the committee would remark that a want of order is one prominent obstacle to improvement in schools. This may result from various causes. It not unfrequently results either from inability or want of energetic measures on the part of the teacher. Or it may result in part from the fact that the schoolroom is ill constructed, or too small for the number of scholars convened. But in many instances,

it is believed, the difficulty lies far back of the teacher and schoolroom. Children at school are but delegates from the community around,—but pulsations of public feeling and public sentiment. Impressions received by the child at home are carried to the schoolroom. If these impressions are favorable to the teacher, order may be maintained without difficulty; if unfavorable, the best efforts of the instructor, for the order and improvement of his pupils, will be in a great measure frustrated, and the school receive perhaps irreparable injury.

SCHOOL COMMITTEE.—*L. C. Merrill, Ira Stickney, J. G. Braman.*

## GLOUCESTER.

SELECTIONS FROM [PRINTED] REPORT. \* \* The inhabitants of district No. 12, (town parish,) have voted to make an addition to their schoolhouse, which will enable them hereafter, by making a judicious classification of the scholars, to reap much greater benefit from their school money than they have ever before received. They can now have, if the town continues its liberal appropriations for public instruction, two schools all the year. We cannot refrain from expressing our high gratification with the determination of this district not to divide, as proposed by some of its citizens. Our territory is already far too much sub-divided into school districts. Better would it be for the interests of education therein, if the small contiguous districts would merge into one large one. The only plea offered to justify this miserable and ruinous policy of division, is, that it brings the schools within a more convenient distance of the dwellings of the scholars; but this plea is rendered nugatory by the fact, that the best location of schoolhouses that could be made in our several districts, with an eye to the educational wants of the people, would not in any case leave a much greater distance than one mile to be travelled, to reach them; while in a great majority of instances, nearly all the population would be found within half a mile; and by the apparently forgotten circumstance, that the lengthened time required to reach the distant schoolhouse, only shortens the time generally occupied in play, in the vicinity of one that is near. It appears to us that the evils resulting from division of our districts, have not been duly considered by those whose dearest interests are most affected thereby. Under this head the committee of last year instanced the small district No. 6, whose children can only enjoy about five months schooling in a year; whereas, if a separation in that section had never taken place, they might now with proper management and expenditure of their school money, participate in the benefits of good schools all the year. We recommend to the inhabitants of districts Nos. 4, 5 and 6, to reflect upon the expediency of a re-union of their several districts; or at least such a union as is authorized by a late law of the State, by which contiguous districts may associate for the purpose of maintaining a Union School for the benefit of the older children of such associated districts. The benefit of all the children in these districts would be promoted by merging into one district; and so strong are our impressions to this effect, that we wish to call attention to a brief statement in corroboration of what we affirm. The extreme opposite limits of these districts are not much more than two miles apart, while a greater part of the population resides within the space of a mile and a half. A schoolhouse placed in the centre of the united districts would not require too much exercise of little children to reach it in summer, or too great exposure of the larger ones in winter. The number of persons attending school in these districts is about two hundred and thirty. The resources of the districts the present school year amounted to \$634 32, and nearly one half of the children were deprived of schooling one half the time. By a re-union they might maintain the following schools all the time:

In winter,—	1 by a male teacher, 4 months,	. . .	\$140
	1 " female " 4 " . . .		60
	1 " " " 4 " . . .		50—250
Summer,—	1 " female " 7 " . . .		105
	2 by female teachers 7 " . . .		175—280
			<hr/>
			\$530

This arrangement, besides making a clear saving of a handsome sum, would afford advantages to the people of these districts, with which, if they could once realize them, no considerations of mere convenience would induce them to part. If they would for one moment consider the benefits of a classification of scholars according to attainments, which is not always practicable in the present state of their schools; of continuous schools under the same teacher, and all the other good fruits that would inevitably result from a compliance with our suggestions, we are persuaded they would not hesitate to adopt the plan here recommended.

The two districts, Nos. 16 and 17, should also be re-united. These are very small districts, one of which would not receive one hundred dollars per annum but by an extra allowance granted by the town. The average number of scholars attending school in No. 17, during the winter term, was ten; and the cost to the town for their instruction fifteen weeks was about ten dollars each. If these districts would re-unite they might have schooling ten months in the year, instead of three or four months as they now have. Districts Nos. 7 and 8, and 9 and 10, would derive much greater advantages from their school money than they now receive, if they would re-unite.

The committee cannot dismiss the subject of division of school districts, without expressing the hope they entertain, that sentiments of regard for the best interests of the children of the town may outweigh all considerations of temporary expediency, and save us from the evils of a further sub-division. \* \*

In closing their report, which, the committee are aware, is of an unusual length, but which yet leaves many subjects connected with our Common Schools, and the necessary steps to be taken for their improvement, untouched,—we renewedly commend to the town the great interests involved in its measures in relation to public instruction; hoping for its onward progress to a rank in this respect, which shall redound to the honor and glory of its citizens, and confer such blessings upon its children as to leave them no cause of complaint that they were reared within its rugged borders.

SCHOOL COMMITTEE.—*John J. Babson, George Garland, Benjamin F. Somes, Charles Smith, 3d, Amasa D. Bacon.*

## HAMILTON.

SELECTIONS FROM REPORT. \* \* But without one thing, and that is *regular attendance* on school, no less essential to make a good scholar than thorough instruction, the rapid and promising improvement of young pupils, is oftentimes sadly arrested, and their schooling cut short, perhaps with a strong dislike for books and a contempt for knowledge. \* \* In view of such a result, what parent would not, (and should not,) hesitate to keep a child from school for any avoidable purpose? A small circumstance, (as this keeping a child at home now and then seems to be,) may bring forth a great event. A small leak may sink, and has sunk many a ship. Let the youth who has set out well in study, and has laid a good foundation, be encouraged to attend school till the age of 21, when he may be master of the common branches of an English education, and be prepared to go forward in the search of knowledge with ever-increasing ease and delight. \* \*

SCHOOL COMMITTEE.—*Oliver S. Enessey, Joseph Knowlton, Jr., John Smith, Jr., Wm. Brown, G. W. Kelly.*

## HAVERHILL.

SELECTIONS FROM [PRINTED] REPORT. \* \* Within the last five years several schoolhouses have been built anew or thoroughly repaired,—the standard of qualifications of the teachers, and of scholarship among pupils, has been very much advanced,—the annual appropriation has been increased from \$1800 to \$3000,—and the town thus relieved from liability to the indictment to which for several

years it had been exposed,—the practice of burdening the schools with very small children, sent there by their affectionate parents for the obvious purpose of “getting them out of the way,” has been very much restricted, and a more correct opinion has been disseminated upon this subject,—a more efficient classification both of schools and scholars has been effected,—and, in the first district especially, an efficient system of free common education has been established, with a free high school, in which as good instruction is furnished as has hitherto been afforded by the academy,—furnished too, not solely to *the few* who may have the means to pay an annual tuition of twelve or twenty dollars, but to *all*, even to the child of the citizen, if such there be in the district, who has not the means to purchase the books necessary for his education, provided said child has made sufficient progress to be benefited by this instruction. \* \*

The grammar schools have not merely sustained, but continued to improve their character during the year. The stimulus which the present system of gradation has exerted upon these schools, has, thus far at least, been eminently favorable, and they have never appeared during the experience of your committee so well as during the past year. Attendance has never been more regular,—order more exemplary,—and general scholarship, low as it still continues, has never advanced more rapidly than within that period. \* \*

Of the new system, as now established in this district, your committee would say in the general, that it is based upon the principle of division of labor on the part of the teachers, according to the character and attainments of the scholars who are to be instructed. They are confident that this principle must commend itself to all candid and judicious minds, both for its *efficiency* and *economy*. Every man can see that a teacher, whose scholars are so nearly of the same age and acquisitions that he can readily classify and instruct them in the branches committed to his especial care, can give far better and more instruction than if his school embraced all ages from 5 to 21 years, and all gradations of attainment from the child in the alphabet to the youth just ready to enter college. Every man can see how miserable would be the economy of hiring a master for \$30 per month, to teach children their letters, reading, spelling, and the rudiments of arithmetic and geography, when a mistress can be obtained for \$12 to do it better; or of employing an instructor for \$600 a year, to teach the common branches of geography, arithmetic, grammar, &c., when the service can be as well performed for half that expenditure. \* \*

In their annual report in 1840, your committee remarked that the proposition, “that all education beyond the mere rudiments of learning taught in the district schools, should be confined to the families of a few fortunate citizens who can afford to pay for the further education of their children at private schools, is so aristocratic and justly odious, that it will not be listened to for a moment.” Yet such was the inevitable result of the old arrangement. The academy was a private school. No scholar could enjoy its instruction without a payment of annual tuition of some \$12 or \$20. The new system, on the contrary, renders the highest instruction in the district accessible to all. It puts the scholar in the school, which, according to the attainments he has made, is best fitted for his instruction. And if a citizen is so poor that he cannot furnish his children with the books that may be needful for them, it furnishes the books. It opens to the daughter the opportunity to prepare herself to become a teacher, or the son to prepare himself to enter the counting-room or college. It is especially, therefore, a system for the benefit of the poor.

With these views of its nature and utility, your committee have seen this system submitted to the experiment which is now in progress, with the most entire confidence in the result. It is already spoken of abroad as an inducement to becoming a citizen of Haverhill, that we are to have such excellent means of free common education. It will of necessity require some little time and experience to adjust the different parts of the arrangement to each other;—and a different location and a better building for the West grammar school, as we already have suggested, are absolutely indispensable to a fair trial of the system. But your committee have not the shadow of a doubt, that if for five years to come, that trial shall be fairly made, the present arrangement of the Public Schools will, in that interval, so commend itself to the approbation of all discreet, judicious and unbi-

assed minds among us, that our community could not be induced to abandon it. If, through any untoward influences, it shall be abandoned before that period shall expire, it must be because some local or personal feeling shall be suffered to overthrow it, and not because it shall have been fairly weighed in a just balance and found wanting. \* \*

SCHOOL COMMITTEE.—*Arthur S. Train, Edward A. Lawrence, Nathaniel S. Folsom, James R. Cushing, Henry Plummer.*

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### IPSWICH.

SELECTION FROM [PRINTED] REPORT. \* \* In one or two of the schools the committee have been gratified with exhibitions in singing, which did credit to the taste and capacity of the scholars, as well as of the teacher,—and while we would not recommend the instruction or practice of music, as a leading object in our Common Schools, we think whatever tends to improve the taste, to afford an innocent pleasure, and to render attendance at school agreeable and interesting to the pupils, is calculated, when not suffered to interfere with the main business of the school, to have a beneficial effect, and may very properly be encouraged. \* \*

SCHOOL COMMITTEE.—*E. F. Miller, D. T. Kimball, Charles Kimball, Daniel Fitz, Charles H. Brown.*

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### LYNN.

SELECTION FROM [PRINTED] REPORT. \* \* We [the committee] have the satisfaction of assuring our fellow-citizens that our Public Schools are generally in a high degree prosperous. Those which were doing well at the commencement of the municipal year, have advanced, and those which were suffering from a want of a due degree of discipline, have improved in this respect. We were gratified to see a disposition on the part of the teachers to maintain good order in their respective schools, and to instruct their pupils in the most thorough and best manner. Still, our Public Schools are not, with few exceptions, what could be desired, and what we entertain strong hopes they will become in a few years.

It was formerly thought that it was not so necessary that the teachers of the primary schools should have a good education, as for those who taught the principal schools. Nor is it now thought indispensable that such teachers should be acquainted with the higher mathematics, and a few other branches studied by advanced classes in the principal schools. But it is important, it is indispensable, that in those branches which they attempt to teach, they should be thoroughly instructed. For example, in the *art of reading*, they should be proficient,—knowing the powers of the letters, being familiar with the analysis of the language, conversant with the most approved pronunciation, and acquainted with those rules which enable the reader to give the sense of the author in the best manner. It is important that children should commence their education aright. For it is no easy matter for the young, or for others, to unlearn their errors. As the process by which any individual becomes a good reader is, with the best instruction, difficult, it is important that the child should be so taught as to have nothing to unlearn when he may enter a higher school. \* \*

SCHOOL COMMITTEE.—*Benjamin Mudge, Lemuel Willis, Jr., Asa T. Newhall, A. B. Ingalls, Jesse L. Lewis, Isaiah H. Parrott.*

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### LYNNFIELD.

SELECTIONS FROM [PRINTED] REPORT. \* \* Good discipline in school lies at the foundation of successful teaching, and has a tendency to prepare pupils to be-

come good citizens, obedient to the laws, and the supporters of morality and virtue.

It has ever been the desire of your committee, that the schools should be governed by mild and persuasive means,—by higher motives than the fear of corporal punishment; that there should always exist a good understanding between the teacher and his pupils, and that the schoolrooms should be places connected with their most pleasing associations. Yet cases do occur, where appeals to the highest motives to obedience and good conduct are without effect, and where the good of schools, if not their very existence, requires that physical force should be resorted to. And in the language of another, “although we abhor corporal punishment, we abhor the halter more.” We are aware that some individuals have entertained the belief that a school teacher has no authority to punish in any case; this is an erroneous view of the subject; the teacher is, for the time being, *in loco parentis*; he has the same right as have the parents, to enforce his lawful commands. Children should so understand this from their parents, with the injunction also, that if they get punished at school, they would incur their displeasure at home. We should then hear of little complaint about corporal punishment.

There is a responsibility resting upon every parent, in relation to the duty they owe their children, of the deepest moment; the manner in which they are educated, not only gives a stamp to their own characters, but may have an influence on others through indefinite periods.

The young of the human species is more dependent and helpless, than the young of any of the mere animals. Without the most unwearied and persevering care of the mother, its feeble being would soon become extinct. As it gradually awakens into life, to her it looks, not only for the supply of its animal necessities, but also for the wants of the inquisitive mind. As it advances in age and looks abroad upon the vast fields of nature, how delighted it becomes with every new object, and with what confiding assurance does it look to the mother for knowledge. Here is seen the design of a wise providence; for while the young of the animal world are directed by unerring instinct, the young of the human species, anterior to the dawn of reason, are committed to the teachings of their mothers. How fearful then the responsibility of parents! The happiness or misery of their children is, in a great degree, in their hands. Train up a child in the way he should go, is the command of inspired wisdom. And in the ancient scriptures the severest punishment is denounced on the house of Eli, because his sons made themselves vile and he restrained them not. Let parents, therefore, and especially mothers, during the younger years of their children, deeply engrave on their minds those virtuous principles that are so necessary to their safety and happiness in after-life. \* \*

Your committee would recommend to the town that in future, the money appropriated for education, be apportioned to the several districts in proportion to the average attendance of the scholars. This seems to be the true principle by which to divide it for the good of all. \* \*

We are happy to say that at every closing examination of a school, there has been present a good number of parents and others, interested in the cause of education, to witness the improvement of the schools. This is encouraging to both teacher and pupils, and has a happy effect on the prosperity of the schools. \* \*

SCHOOL COMMITTEE.—*J. Newhall, Oliver Emerson, John Danforth, Jr.*

## MANCHESTER.

SELECTIONS FROM REPORT. \* \* The committee still believe, that parents in general, are far from feeling as much interest in the subject of Common School education, as they ought. Too many of them are inclined to content themselves with procuring for their children about as much, or perhaps, a little more, education than they themselves obtained in childhood. How shall parents be brought to entertain more enlarged views, in this respect? It is an important question, and difficult satisfactorily to answer. They should reflect that our efforts in this

respect, should not stop with merely putting children in possession of so much knowledge, as will enable them to work their way through the world. Infinitely higher views should always be kept before us, in the education of youth. Man should be contemplated, not as a mere animal, but as a moral being, and an immortal spirit, and be so educated as to fit him for his high destination, in these respects, enabling him at all times, to fix his mind upon some higher excellence beyond him, and alluring him onward, in the study of the works of God, and the improvement of his noble powers, until he has fulfilled all the conditions of which his nature is capable. The thought might be dwelt upon, but the committee forbear. They cannot close, however, without requesting their citizens to remember, that we do not, by any means, as yet, rank among the first towns, as to liberality, in raising funds for schools; and that there is room, as yet, for great improvement. Much, very much, we may say, almost every thing, depends upon the kind of teacher,—whether he be one who is able to find out and touch the secret springs of the human mind. Would Alexander the great ever have become the mighty man he was, had he not had an Aristotle for his educator? “Worthy of perusal in this respect, is the letter written by the father, to this philosopher, when Alexander was born. “Be informed, that I have a son, and that I am thankful to the gods, not so much for his birth, as that he was born in the same age with you; for if you will undertake the charge of his education, I assure myself that he will become worthy of his father, and of the kingdom which he will inherit.” And thus, as the ancients viewed the matter, it actually proved. Plutarch, a heathen writer of the first century of our era, well understood this subject, and might be largely quoted for its enforcement. “There are certain fathers, now-a-days,” says he, “who deserve that men should spit on them in contempt, for entrusting their children with unskilful teachers,—those even, who, they are assured beforehand, are wholly incompetent for their work,—which is an error of like nature with that of the sick man, who, to please his friends, forbears to send for a physician that might save his life by his skill, and employs a mountebank that quickly despatcheth him out of the world;—or of him who, refusing a skilful ship-master, yields to the entreaty of his friends, and commits the care of his vessel, to one much his inferior in seafaring matters. In the name of Jupiter and all the gods, tell me, how such a man can deserve the name of a father! Was it not such a one that Crates spake of, when he said, that if he could get up to the highest place in the city, he would lift up his voice and thence make this proclamation: ‘What mean you, fellow-citizens, that you thus turn every stone to scrape wealth together, and take so little care of your children,—those, to whom, one day, you must relinquish it all?’ To which,” continues Plutarch, “I would add this, that such parents resemble him, who is solicitous about his shoe, but neglects the foot, which is to wear it. And yet, many fathers there are, who so love their money, and hate their children, that lest it should cost them more than they are willing to spare, to hire a good master for them, rather choose such persons to instruct their children as are of no worth,—thereby beating down the market, that they may purchase a cheap ignorance. It was, therefore, a witty and handsome jeer, which Aristippus bestowed on a sottish father. Being asked by him, what he would take to teach his child, he answered, a thousand drachmas. Whereupon, the other crying out, ‘O, Hercules, how much out of the way you are! For I can buy a slave at that rate!’ The philosopher replied: ‘Do it then, and instead of one, thou shalt purchase two slaves, for thy money,—him whom thou buyest for one, and thy son for the other.’” \* \* \*

Let us be instructed by this heathen oracle, if we will not by the divine one in all our hands, to do our utmost, to provide the best of teachers for our youth, and thus see them furnished with a good education, as the best legacy which we can possibly give them, since houses may burn up, and riches fly away; while of our wisdom, nothing can deprive us, but the especial providence of God. \* \*

SCHOOL COMMITTEE.—*Asa Story, Oliver A. Taylor, Ebenezer Tappan, Jr.*

## MARBLEHEAD.

## NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Nathaniel Lindsey, Jr., John Sparhawk, Jr., S. B. Gregory, Henry G. Gallison, John H. Coggeshall.*

## METHUEN.

SELECTIONS FROM [PRINTED] REPORT. Another school year, with its labors, and toils, and anxieties, and responsibilities, and duties performed or neglected, has now closed. It has again become the duty of your committee to submit their annual report. In doing so, several very important questions force themselves upon our attention. Have our schools prospered above preceding years? Are they now what they should be? Are they what we have a right to expect them to be? Have the committee, and teachers, and parents been faithful in the discharge of every duty? What evils have been removed? What still remain to be eradicated by future diligence? To answer these queries, and submit therewith the results of another year's experience, will be the object of this report.

On taking a general survey of our schools for the year past, it is believed that some advance has been made over preceding years. With some few exceptions, the teachers have been more successful. Fewer deficiencies than heretofore have existed in the government of the schools. Some of the teachers have succeeded in maintaining good order, without resorting to corporal punishment. Such a result is greatly to be desired in all of our schools. And although your committee do not feel it their duty to take any decided stand against the infliction of corporal punishment, they would *very earnestly recommend* to teachers perseverance in their efforts to secure good order, so far as possible, without resorting to it. It is believed that our schools can never become so powerfully instrumental in promoting the well-being of their members as it is possible for them to become, either in a moral or educational point of view, until the heart shall be reached through the understanding; and obedience secured by securing the affections. The teacher is engaged primarily, it is true, merely as an instructor of the sciences; but he becomes a teacher of morals incidentally, and indeed necessarily, from the force of circumstances. Order must be maintained in school. The teacher, in laboring for its maintenance, does, by the means he uses, exert a powerful influence, for good or evil, upon the hearts of his pupils. If he moves with dignity, maintains strict decorum, and governs by the persuasiveness of affection, he thereby elevates his scholars in the scale of moral being. His influence upon them will be as the "refiner's fire," operating to purify their hearts by drawing out the affections, and causing them to *act*, despite all selfish and sordid feeling. But if, on the other hand, he is passionate in his manner, indecorous in his language or habits, and resorts to improper means for securing order, he is corrupting his pupils. His influence is a depraving power upon their hearts. Thus his whole example before them is one of a purifying, moral tendency, or debasing and corrupting to the heart.

Children are emphatically imitators. They not only adopt, in a great measure, the habits and manners of others, but also imbibe their spirit. Especially is this true in regard to their teachers. "They are," in the language of another, "the glass, at which children dress themselves." How careful then ought we to be, to see to it, that these glasses cast a proper reflection,—that teachers are persons of such examples as it is proper for children to imitate. We may bear with the oddities, eccentricities, and even moral blemishes of a *friend* for friendship's sake; but when we select that friend for a teacher, and place him in the schoolroom, where he becomes an example for children to copy, where his mind becomes the model by which theirs will be formed, it is quite another matter. Instead of bearing with his imperfections as a mere matter of kindness to him, we then voluntarily take such measures as will entail them upon our children.

A little consideration of these facts will show the vast importance of the office of *prudential committee*,—an office more important, it is believed, than any other



belonging to our Common School system. The school committee may judge, and it is their duty to judge, of the qualifications of the teacher in a literary point of view, and also of his ability to govern the school; but of his personal manners and peculiar turn of mind, they have no standard by which they may judge; and should they, on account of any supposed deficiency in these respects, reject an applicant, they would probably find it difficult to satisfy either the applicant himself, or his personal friends, of the justness of their course. But the prudential committee labors under no such embarrassment. He is obliged to render no reason. If, for any reason satisfactory to himself, he chooses not to contract with an applicant, the matter will there quietly rest. Neither the present feelings, nor future interests of any person or persons, are sacrificed thereby.

But there is another consideration which tends to enhance, in a great degree, the importance of the office of prudential committee. They can generally select teachers known to be thoroughly qualified in all of the branches that they will be called upon to teach. The necessity of their doing this, grows out of the circumstances of the case. Teachers are required by law to obtain certificates that they are qualified for the discharge of their duties. Now the difficulty lies in the great latitude of construction put upon the term *qualification*. Your committee find no applicants with any surplus attainments. *All* the knowledge, and *all* the qualifications of the most accomplished teacher will find ample field for action in the schoolroom; while many, with far more limited qualifications, will make themselves both useful and acceptable as teachers. It is not uncommon for those who have spent some years in the business of teaching, and who have acquired considerable reputation as teachers, to prove themselves sadly deficient in some of the very fundamentals of an education. While they would instruct very well in some branches of study, they would utterly fail in others. Some teachers will answer such questions as are put them by the committee with so much readiness that they are said to "*pass*," when, at the same time, it is manifest that they lack that *quickness* of perception and those powers of *criticism*, which make a teacher eminently successful. For example, it is not enough that a teacher is able to solve a mathematical problem by a tedious half hour's study, thus consuming a portion of time that should be employed in other labors; but he should be able to do it at once, or rather give his pupil such light on the subject as will enable him to solve it himself. Again; some of our teachers, who have succeeded very well on the whole; have given good satisfaction in the districts where they have taught; and have received large compensation for their services, have been sadly deficient in spelling,—committing mistakes on the most common words.

In the returns made by a teacher, whose school in many respects has ranked high during the past winter, we have the following specimens of erroneous spelling, viz: "*arithmatick*," for *arithmetic*; "*expence*," for *expense*; "*grammer*," for *grammar*; "*Greenlief*," for *Greenleaf*; besides several other examples I have not room to mention. Such a teacher cannot be *critical*. When his attention is occupied by a variety of topics, as it sometimes must be, errors will pass unnoticed; and he will thus mingle wrong instruction with right. All these points should be so familiar to the teacher that an error will *jar upon his nerves*, like a discord upon the ear of the teacher of music. Now it will be perceived that, although your school committee may not feel at liberty to reject such teachers, it should be the constant aim to avoid the necessity of approving them. This can only be effected by the prudential committee securing the services of those, known to possess sterling qualifications. \* \*

Among the improvements of the past year, we would mention, with great satisfaction, the introduction of *blank maps* into the village schools. Your committee are confident that a knowledge of very many geographical facts may be obtained from them in far less time than in any other way. And while they mention with approbation their introduction into these schools, they would earnestly recommend to the several districts to take the earliest possible opportunity to devise means for placing a similar set of maps in every schoolroom in town.

We come now to the item of books. Few causes, aside from the qualifications of the teacher himself, exert a more important influence upon the prosperity of a school and the advancement of its members in the several branches of science, than does a proper selection of, and uniformity in books. It will be evident to

every one, on a moment's reflection, that where a variety of text-books on the same branches of science is used in school, the number of classes will be multiplied, and the time of the teacher will be just so many times divided; consequently, the share to be allotted to each class will be proportionably less. Suppose twenty scholars are engaged in the study of geography, with four different text-books, making necessarily as many different classes; and suppose the teacher to be able to allot but forty minutes to this branch of study. Instead of spending that time with one large class, he will be obliged to divide it among four classes, and can therefore give them but ten minutes each. It is true that as the different members will have attained to different degrees of advancement, more than one class might be necessary if all used the same text-book. But this circumstance, instead of weakening the argument for a uniformity in books, very much strengthens it. For the same difference in the degree of advancement of the several scholars will exist in connection with the variety of text-books, as without it. Remembering this fact, and remembering also that the variety in the text-books, instead of matching with the difference in advancement, so as to make the divisions into classes by the text-books correspond with the divisions by scholarship, it will be seen that a second division will be required. Being brought in, as these books are, promiscuously, there must first be a division into classes according to books, making, by the above supposition, four in number. Then as those who use the same books will have attained to different degrees of scholarship, and as scholars with widely different degrees of advancement cannot be profitably classed together, a sub-division of each of the former classes may be necessary. Here then, instead of having some two classes only, as we might have, were there a uniformity in books, we have eight or more in number, making as many divisions of the teacher's labor and time. Now if we consider in what the proper business of the teacher consists,—that his labors do not end with a mere putting of the questions which the book contains, but should extend to a lucid explanation of the many points involved in the lesson, and such an application of these as will enable the several members to understand more fully their bearing and import,—we can but perceive the great loss sustained in consequence of the aforementioned divisions. Instead of having forty minutes, to be divided between two classes, thus giving twenty minutes to each, (which is little time enough surely for the proper discharge of the duties involved,) there must be a division of that time into some eight or more different parts, thus leaving only five minutes, or even less, to each division; a portion of time far too short for any thing but a mere mockery of the teacher's labors. \* \*

The 23d sect. of the 23d chap. of the Revised Statutes reads as follows: "The school committee shall never direct to be purchased or used, in any of the town schools, any school books, *which are calculated to favor the tenets of any particular sect of Christians.*" It seems that our law-makers, in consideration of the fact that the various denominations of Christians are united in the cause of education, it being one of common interest, supposed it best to exclude from our schools, and even from our school books, every thing that is calculated to excite jealousies, create animosities, foment discords, or prevent united and persevering effort in their support. And this course is manifestly a wise one. Should the opposite course be pursued and sectarianism be admitted into our schools in any form, the consequences would be ruinous in the highest degree. Instead of harmony and union of effort, our school districts would become, as they too often have become, the theatres of contests, not unlike the strifes in the political world. Every annual meeting would become an occasion for the marshalling of forces, and the trial of party strength. The successful of to-day would tremble lest they should become the proscribed of to-morrow. The blessings of our schools, like the spoils of political conquest, would then be mostly confined to the "*ins*," while the "*outs*" would do little more than annoy their more fortunate neighbors. In short, instead of being nurseries of science and virtue, our schools would then become hot-beds of hatred and strife. The law then, being a wise one, and the school committee being the appointed agents under that law, they have a far higher duty to perform than the securing of any party or selfish end. \* \*

It will be seen also, on consulting the above list, that a work on Anatomy and Physiology is recommended as a text-book for classes. It is not expected that

the members of our Common Schools will find it profitable, or practicable, to go into all the technicalities of these subjects, or to pursue them so far as it is necessary for the physician and surgeon to do. But it is thought to be very important that they should become acquainted with the first principles of those sciences, that they may understand in some measure the action of the organs of life, and be better enabled to guard against the dangers that everywhere attend them. A limited acquaintance only with the principles involved in the frame-work of our being, will furnish the means of preventing many of those diseases, and of avoiding many of those accidents, which often render men miserable for life. For example, a knowledge of the structure of the *eye*, and of the action of light upon its parts, will show at once the very great danger of looking upon too strong a light, or endeavoring to read, or perform any kind of work, requiring clear-sightedness, in a very faint one. When the physical laws are violated in these respects, the blindness that follows is no more unaccountable than the lameness of a muscle of the arm or leg, when over-strained. So deeply involved is the *health*, and even the *life* of man, in a knowledge of himself, that it is truly wonderful that a knowledge of the physiology of beasts, and birds, and fishes, as set forth in natural history, should be esteemed as essential to a good substantial education, while the physiology of man is suffered to pass in utter neglect. The one may be regarded as little more than a *luxury* of the mind, while the other involves to some extent the matter of *life and death*. In making these remarks, we would not be understood as regarding the study of natural history *less*, but the physiology of man *more*.

Having already prolonged these remarks beyond what was anticipated, we would refer to former reports for remarks touching the early examination of teachers; the importance of parents' visiting the schools; the great evil of a want of punctuality in scholars; the ventilation of schoolhouses; and the great value of school apparatus.

We cannot close these remarks without expressing the hope, that the exertions now made by our State authorities, and by individuals, for the advancement of our Common School interests, will not be in the least degree relaxed until every school is elevated to the highest rank it is capable of occupying; and a thorough, practical education is furnished to all the youth in our land.

SCHOOL COMMITTEE.—*A. A. Miner, J. C. Phillips, S. W. Field.*

## MIDDLETON.

SELECTIONS FROM REPORT. \* \* With respect to the government of our schools, we have a few remarks to offer. The disparity in the ages of the scholars renders it very difficult to fix upon a system of discipline which will secure the greatest amount of good. The interests of the more advanced part of the school require the adoption of much more decided measures than the health and happiness of the younger portion might seem to warrant. Hence it is obvious, that the teacher has great difficulties to contend with, though we think these difficulties have, for the most part, been very successfully met, during the past year. \* \*

We are happy to state that our schools have been continued for a longer time the past year than formerly, owing to an increased appropriation made by the town last spring. And we hope an increasing liberal spirit will be manifested until a sum shall be appropriated commensurate to the importance of the object to be attained. \* \*

SCHOOL COMMITTEE.—*Forrest Jefferts, Amos Batchelder, Daniel Emerson.*

## NEWBURY.

SELECTIONS FROM REPORT. \* \* While the schools have all been continued considerably longer than in previous years, in consequence of the aid allowed them, they have at the same time exhibited a greater number of scholars, in the

aggregate, and in some of the districts the scholars have shown, also, a greater proficiency in study. But while the committee would not be unmindful of these improvements, and would congratulate the town on the great good which has obviously resulted to all classes of the people, from the operation of the several schools during the last year, they would by no means encourage the idea that *all* has been done, by means of the schools, that could have been done, or might have been expected. They feel obliged, on the other hand, to complain that the schools in the town are doing but *little*, comparatively, to accomplish the object for which they have been so wisely introduced, and so steadily and so liberally sustained; and it becomes a question of the utmost importance to all the people of the town, to consider why it is, that with the means of instruction so ample, and so accessible to all, so many of the youth among us are likely to grow up with so limited and inadequate an education. Why it is, that so many are so little acquainted with the very elements of knowledge;—that only now and then are those to be found who can read so well as to find reading a *pleasure*, and be able, (as all ought to be,) to derive from it daily increasing stores of knowledge;—that hardly any are accomplished in the art of writing, and that only a few are any further acquainted with even the more common sciences, than to be able to explain or apply some of their simplest principles? The fact is, that the children are not *brought up* to these things. They are not kept constantly at school,—they are taught by piecemeal,—put to their studies to-day, and taken off from them to-morrow,—hardly initiated into the mysteries of the schoolroom, before they are called away to be put to other occupations. In some of the districts, there are those between the ages of 4 and 16 years who are not reported at school at all, during the whole year; some appear on the register only a *few times*; many but a small portion of *either* of the terms. A majority, (and that even of the most constant,) are *frequently* absent, and almost *all* of them more or less irregular. The average attendance, in most of the districts, has usually been but about one half of the whole number of scholars. These facts are enough to show us why it is that many of our youth are likely to grow up with an imperfect and incompetent education. But the facts themselves, how are those to be accounted for? How happens it that the abundant means of instruction afforded by our schools, are so generally neglected? While the committee would content themselves with merely submitting this inquiry to the town, without expressing their own opinions positively in reply to it, they would not refrain from hinting at some of the means by which the deficiency in question may be remedied. And first of all, they suppose that any change for the better must be brought about, like most other reforms, by reasoning with the people. \* \* It is for the people individually, as parents and guardians, and not collectively, as legislators, to say whether the children shall attend the schools. Nor are we to regret that this is so. The work to be undertaken is the more hopeful because it lies the nearer home, in our little neighborhood, in our families, and in our own minds. We may proceed to introduce the desired reform without awaiting the tardy action of the laws, or leaning on any foreign influence. We are to act upon each other in the matter, and by such means as are suggested by feelings of mutual interest, kindness and good neighborhood. And among these means, the committee would suggest occasional meetings in the districts, for consultation and discussion upon the subject of the schools. The experiment was made in some of the districts the last year, and was attended with very good effects. If more were said in the districts about the schools, with especial aim to promote their improvement, a livelier interest in them would be awakened. Let those who feel interested more, and others who are well disposed, but too indifferent, become interested with them, and as the interest of the parents is increased, the evil of irregular attendance, on the part of the children, will be diminished. How much importance the founders of the Common School system attached to the constant attendance of the scholars, and how far they considered the matter subject to the control of those local influences which might be brought to bear upon it, may be seen in the provisions which they enacted with respect to it. In the statutes of the Commonwealth, it is made the duty of the resident ministers of the gospel, the selectmen, and the school committees in the town, to exert their influence and to use their best endeavors that the youth of the town shall regularly attend the schools established for their instruction. The means of secur-

ing a better attendance of the scholars, here brought to view, should not be neglected. It has not indeed been *wholly* neglected, and yet it may be asked whether its utmost efficiency has been tried. Have the resident ministers of the gospel, the selectmen of the town, and the school committees endeavored, with their utmost influence, (according to the provision,) to secure the regular attendance of the youth, at the schools established for their instruction? Have they made full proof of the prerogative with which the Legislature has invested them? \* \*

They would also suggest, as some incentive to the parents, that so much of the school money as is derived from the income of the surplus revenue, or more, be apportioned to the several districts, according to the average attendance in the districts respectively. On this recommendation the committee would beg leave to remark, that a principle of apportionment so just in itself,—aside from its bearing on the matter of attendance,—should not be overlooked. \* \*

The committee would suggest, as one more means of securing a better attendance in some of the districts, an improvement in the *schoolhouses*. Is it any wonder that the children, especially the younger, are reluctant to attend school, compelled, as they often are, to sit on crowded seats, (if they may be permitted to sit at all, rather than be "packed away," as one teacher expressed it, "in a file,") at best to occupy seats so high as to suspend their feet above the floor, and contrived in other respects as if on purpose to torture their occupants,—and here sit with the utmost circumspection by the hour together? Is it any wonder that they should dread the school hours as they would the stocks or the pillory? and that parents, out of mere compassion, should keep them at home? But the schoolhouses operate against the constant attendance of the children in another way. The children not only get sick of them, but often get sick in them, and are obliged to stay away. In the summer season, the unwholesome gases, and the excessive heat arising from a want of suitable ventilation and shade, create an atmosphere which cannot fail to affect the health of those who are long exposed to it. In the winter the case is even worse. On a cold day, when the heat of the salamander is raised to its maximum, and the air from without comes rushing in through the thousand fissures in the loose and dilapidated walls, there is the greatest possible exposure to colds,—and facts are not wanting to show that the most virulent and obstinate diseases have been induced by this exposure. It might be doubted whether, in some of the schoolhouses, the elements of learning or those of disease, are the most abundantly inculcated. Not a few of the cases of chronic debility, rheumatism, premature old age, and degenerate constitutions, are to be referred to this source. One of your committee was laid up in his house a whole month, (the last year,) with inflammation of the throat and lungs, produced by no other visible cause than his attending an examination of the scholars, of less than two hours, in one of the schoolhouses. Some of the parents are unwilling to send their children to such places; and others, who choose not to provide better accommodations, find their children frequently unwell, after they begin to go to school, and are obliged to keep them away. If we would see the children uniformly at school, we must provide them with convenient and comfortable houses. Who doubts that an improvement in accommodation would be followed with an improvement in attendance? This question has been settled, beyond a doubt, in one of the districts this very year. Let commodious, tasteful, well constructed houses be substituted for those which now occupy the ground, and the town will hear less complaint in future about attendance.

But we pass to the conclusion of our general remarks, by suggesting once more that the character and the qualifications of the *teacher* have much to do with the attendance of the children. If the children love their teacher, (as has been evinced in some cases this winter,) they will hardly be induced to stay at home. Let the committees provide interesting and accomplished teachers, and they will secure an attraction over the children which will seldom fail. The committee are happy to find a growing interest in this matter, and on the subject of the schools at large; it is this that we need, and only this, to carry the schools forward to that place which they ought to occupy. Let something of the same enthusiasm that is felt in the interests of commerce, agriculture and manufactures, in stocks, exchanges, banks, and other branches of political economy, be awakened in behalf of the schools, and they will keep pace with these other interests. If, indeed, the

schools are not advanced, nothing else of importance will be advanced. The main-spring and the foundation of all our enterprize lie in them. Legislation will avail but little when these are wanting, or defective; and if these are all doing their duty, legislation will come right. The great men at the capitol may do what they will, or leave what they will undone, they can neither save the country nor ruin it. Let the busy agency of our innumerable little schools be kept up, and directed aright, and the public corruption will be worked off. Honesty and truth will prevail. Mutual confidence will be established. Those unhappy differences arising from sectional and party interests, will be adjusted,—and the sacred union bequeathed to us by our pious and patriotic fathers will be perpetuated. \* \*

*District No. 9.* The condition of this school, for the past year, presents, in some respects, a good example for the town. It was kept in operation nearly the whole year. \* \* The number of scholars in attendance was greater than ever before. The improvement in this respect has been owing, in a great measure, to the influence of the new schoolhouse built the last year, and modelled with express reference to the proper object of a schoolhouse. It is decidedly the best constructed house in the town. The enterprize by which it was got up, and the liberality displayed in its generous dimensions and finished workmanship, deserve the applause of the town. The school can be continued, with suitable vacations, through the whole year; and should it advance another year or two, as it has done some time past, it will afford a good illustration of the advantages and capabilities of the Common School system.

SCHOOL COMMITTEE.—*Leonard Wilington, Henry Durant, John C. March, Francis A. Adams, Roger S. Howard, David P. Page, Ebenezer Savory.*

## NEWBURYPORT.

SELECTIONS FROM [PRINTED] REPORT. \* \* *Absence, Tardiness, &c., in the Schools.*—One of the most serious hindrances to the success of our Public Schools in all past time, has been a want of constant and punctual attendance. It has been the standing topic for a paragraph in all the committees' reports; and it has been a chief burden of complaint on the part of teachers, carried in some instances so far as to be offered by them as an apology for any deficiency in the progress of their schools.

During the former part of the year just ended, this cause of complaint was in the full tide of its influence. Your committee were satisfied, from the frequency of complaints made to them on this score, that something should be done to abate the evil, and at least to remove this ever ready excuse for the backwardness of scholars or inefficiency of teachers.

Inquiries were therefore made by the board, as to the statistics of absence, tardiness and premature dismissals, in the various schools, but particularly at first with reference to the male high school. They ascertained that as an average, *one-tenth* of the scholars from either department were absent each half day through the summer term, and for purposes of mere pleasure,—an excursion to Plum Island or attendance at the launching of a ship, for instance,—that in one department *fourteen*, and in the other *twenty* scholars had been absent in one half day; that such instances were "neither few nor far between," and that *written excuses* from their parents were required, and uniformly obtained by them on the following morning. They ascertained that on an average, *one-tenth* of the scholars daily presented written requests from their parents for dismissal an hour or more before the close of the school. They ascertained that the scholars thus frequently absent, lost the lessons of the day on which they were absent, and also were incapable of proceeding understandingly with their class when they returned.

The teachers were either obliged to suffer such scholars to fall behind the regular classes, and of them form a new class very much to their own inconvenience and the injury of the regular classes, or to submit to the disheartening alternative of requiring their classes to wait till the laggards could be brought up. As the time of the teachers was fully occupied with the existing classes, they could not

with any propriety take the former course, and they felt compelled to adopt the latter.

In some instances the same lesson was assigned and laboriously explained by the teachers for three or four different days, in order that *all* might be prepared to proceed understandingly; and after all, some luckless absentee would come in and say:—"I was absent when the class went over that lesson, and I cannot understand it!" This was a new demand upon the teachers' time and patience, which could not be answered without neglect to the regular classes.

In the mean time it was discovered that the *regular* scholars became disheartened and to some extent listless, and their progress was evidently retarded.

Your committee saw, or *thought they saw*, an incalculable waste of money, of time, of labor, of patience and of improvement in the existence of a condition of things now but faintly described. They saw that a very great injury must fall upon the delinquent himself. He was forming most ruinous habits,—habits of indifference to duty, to study, and to his own character. No one can count up the evil that has fallen upon a young person, when he has lost his self-respect as a scholar so far as to feel without remorse his *inferiority* to his class-mates, and can come habitually without blushing to a recitation which he must *blunder* through, because he was unable from his irregularity to learn the lesson.

But the individual was by no means the only injured party. In fact the *many*, the whole school, were obliged also to suffer on account of the *few*. It was because of the absence of the *few*, that the *many* in the class were obliged to dwell four successive days upon a lesson which had been thoroughly explained on the first. It was on account of the lagging *few*, that the *many* were doomed to suffer the mortification of a *snail-like* progress during the whole term, and at its close to be reported only a few pages ahead of the point from which they looked forward with high hope and cheerful resolve at its beginning. In other words, it was seen that the progress of the great majority was very seriously impeded during the week, the month, the whole year, by the inexcusable delinquency of the comparatively small number, who were themselves by no means enriched, by being kept away from the common fountains of knowledge.

It was known moreover to your committee, that there were in the town, other pupils qualified to enter this school, who were awaiting an opportunity to obtain vacant seats; and they supposed they saw a manifest impropriety in allowing the limited number of seats in the high school to be claimed by those who would not occupy them, and refused to those who would. In short, it was perfectly obvious, that to allow these evils to continue without an attempt to abate them, would be to neglect the obligations of duty, the best interest of the delinquents themselves, and the advancement and prosperity of the whole school.

From the best information that could be obtained, and indeed from the nature of the case, your committee arrived at the conclusion, that most of the absence complained of,—excepting, of course, that occasioned by sickness,—and most of the premature dismissal, *was of itself unnecessary*,—that almost every parent, by a little of system and forethought in the management of family affairs, could find ample time aside from the six school hours, in which his child could perform his requirements. It was recollected, that, taking the year through, only *one-half* of the time between the rising and setting of the sun is demanded for school, even if we do not reckon the vacations, and the Wednesday and Saturday afternoons, to say nothing of the time which might be gained by early rising. It was understood also that many of those who spent their *school* hours in parental service, were wont to spend their *other hours* in play, thus evincing the want of parental care and system, and clearly demanding the action of those to whom the superintendence of the schools had been committed.

With all these facts and considerations in view, and under a full conviction of the importance of the step they were about to take, at a meeting of the board held October 8th, the following regulations for the male high school were unanimously adopted.

#### ATTENDANCE,—MALE HIGH SCHOOL.

1st. "Pupils belonging to this school shall be required to attend punctually and constantly; and every boy absent for whatever cause, shall be restored to his

former standing in school, *only on condition* that he shall bring a written excuse for his absence from his parent or guardian, and also within a reasonable time, prepare himself to recite, to the satisfaction of his teacher, all lessons recited by his class during his absence."

2d. "Also, any boy absent from school more than one half day during any month, unless his absence be occasioned by his own sickness, or by sickness or death in the family to which he belongs, shall not be allowed by the teacher again to take his seat, except by written permission of the sub-committee of the school."

3d. "And scholars dismissed during school hours by the request of their parents and guardians, shall be considered absent for the half day, on which such dismissal is requested."

These regulations went into operation on the 1st day of November. The result was most favorable; absences, except for sickness, have since been hardly known. Dismission before the close of the school, has in only one or two instances been requested,—then not granted,—and tardiness very unfrequent. So perfectly satisfactory has been the result of this measure, that the statistics furnished from the registers of the teachers for the months of November, December, January and February last past, are below set in contrast with those of the same months the year before.

## ENGLISH DEPARTMENT.

	Half days.		Half days.
Nov. 1840, absent from all causes,	310	Nov. '41, absent from all causes, only	24
Dec. 1840, " " "	213	Dec. '41, " " "	161
Jan. 1841, " " "	242	Jan. '42, " " "	88
Feb. 1841, " " "	325	Feb. '42, " " "	18
Total,	1090	Total,	291

## LATIN DEPARTMENT.

	Half days.		Half days.
Nov. 1840, absent from all causes,	235	Nov. '41, absent from all causes, only	26
Dec. 1840, " " "	282	Dec. '41, " " "	104
Jan. 1841, " " "	305	Jan. '42, " " "	72
Feb. 1841, " " "	299	Feb. '42, " " "	86
	1121	Total,	288
Add as above,	1090	Add	291
In both Departments, last year,	2211	In both Departments, this year,	579

Of the 579 absences this year, only 24 have been for other causes than "sickness or death in the family," leaving 555 cases arising from sickness in four months. Now supposing the sickness to have been the same last year, and it is *probable* it was no greater,—(though the registers do not make it certain,) and admitting that all the absences this year were necessary, we have 2211 less 579=1632 cases *proved* to have been unnecessary last year, and *saved* to the school by the measures of the present year, in the short space of four months!

Admitting the sickness to have been the same in both cases, and the absence for all other causes has been 24 this year to 1656 last year.

Again, suppose the four months to represent the gain for a whole year, and we have three times 1632=4896 half days, or 2448 days, gained in a year. As there are 5 school days in a week and about 48 school weeks in a year, equal to 240 days, divide 2448 days by 240, and we have *ten years and one-fifth* of school time saved in this single school!

Very little opposition to this measure, has been manifested by the parents of the scholars. Only two or three cases have occurred in which a pupil has been absent more than one half day in the month; and the committee have found no cause in these instances to judge the absence inexcusable. They must therefore express their conviction, that the experiment thus far has been most singularly successful.



Shortly after the above measures were adopted for the high school, it was ascertained that the evils of absence, tardiness and early dismissal, existed even to a more alarming extent in the male grammar schools, and that similar reasons could be assigned why these evils should there also be abated. Regulations similar to those for the high school, with somewhat *easier* provisions were adopted, and put in operation in each of these schools on the 1st day of January. The following are the results:—

## NORTH GRAMMAR SCHOOL.

	Half days.		Half days.
Jan. 1841, absent from all causes,	441	Jan. '42, absent from all causes,	169
Feb. 1841, " " "	415	Feb. '42, " " "	115
Total,	856	Total,	284

Of the 284 cases this year, 212 were occasioned by sickness. Allowing the 284 cases to have been necessary this year and the sickness to have been the same in both years, there have been removed from the school in two months 572 interruptions by absence, clearly proved to have been not *absolutely* necessary.

## WEST GRAMMAR SCHOOL.

	Half days.		Half days.
Jan. 1841, absent from all causes,	511	Jan. 1842, absent from all causes,	236
Feb. 1841, " " "	439	Feb. 1842, " " "	168
Total,	950	Total,	404

\* \* On the whole, therefore, the board are fully persuaded that *very much has been gained* by the present arrangement, and *very little has been lost*. They are fully persuaded, if the very few parents who have been called to make some little sacrifice in order to send their children constantly, could visit these various schools as they have done, and could see, as *they think they have seen*, the ruinous tendency of the irregularity complained of, and the untold advantages already gained by a commendable constancy in attendance, that this minor inconvenience on the part of the few would be most cheerfully submitted to, while the "greatest good of the greatest number" is so undeniably promoted by it. \* \*

From the tone of the foregoing remarks, it may possibly be thought to be the intention of your committee to recommend the introduction into the Public Schools of higher branches than those now taught. Such is not the case. They would not advise, at least for the present, and with reference to the grammar and primary schools, any change in the studies,—they look only for an improvement in the quality of the instruction given. This matter was distinctly presented in the report of their predecessors last year; and with the views there expressed, your committee coincide. Comparatively speaking, there are but few children in this town who remain in school sufficiently long, or whose probable vocations when they leave, render it necessary for them to attend to the languages or the highest branches of an English education. For these few, provision is made in the high schools. The remainder, who are the great majority, are obliged to be content, so far as school learning is concerned, with the rudiments of a good English education; and this is all the town are called upon to provide. But to provide even this, implies the doing of more than has as yet been accomplished. Nominally, in respect to their studies, our schools may be all that is desired; but they are not so in point of fact. Let it be readily granted that in the grammar schools, reading, writing, arithmetic, grammar and geography alone should be taught,—in how many cases are these *taught* as thoroughly as they ought to be;—how many of those who leave these schools are *good* readers,—faultless spellers;—how many write a fair hand,—use language correctly, and are never at a loss about the boundaries of any State, or the situation of any place in their own country? A fair answer to these questions, it is feared, would prove that there is as yet no danger that too much will be *taught* in our Public Schools; or more than what those who may honestly think much learning a useless if not a dangerous thing to the many, would admit all ought to know. In considering their suggestions,

your committee ask that what they have now said may be kept in mind. They are not, they believe, disposed to indulge in romantic notions. They do not wish to turn grammar schools into high schools, or high schools into universities. They would simply advise the town to diminish, in regard to their system of public instruction, the distance which now stretches between *theory* and *fact*. All who know any thing about the matter, know that to teach children, the rudiments of an English education, so that they shall learn them thoroughly, and under circumstances favorable to their health and morals, a state of things is requisite, of the possession of which in any thing like perfection, our schools cannot yet boast. There is yet room for further reform and further improvement; and the time is still distant when fears of doing too much for our town schools will need to disturb the composure of any one. Sufficient provision has not been made for all who may wish to attend those schools,—neither is the instruction given in them as thorough and complete, as is desirable. Perhaps this result cannot be reached in a single year, and that a gradual progress towards it is all that ought to be expected; still the town should keep it before them as the end to be attained, and not relax their efforts or pause in their liberality until their exertions are crowned with success. \* \*

As already intimated, much remains to be done in regard to the internal affairs of the schools. In the arrangement, management and modes of instruction, in the primary schools especially, not a few changes for the better may be made. These schools, which in a true system should be, as it were, the base of the pyramid, broad enough to sustain the whole superstructure,—these schools in which education has its commencement, and on which the character and condition of the higher schools in a great measure depend, need wise and careful attention;—much more attention than your committee have been able to give them. The primary school, so far from being the least, is the most important feature in our system of public instruction; for mistakes made there, are seldom if ever corrected afterwards. A blunder born in these schools, is apt to continue alive and active until it graduates from the high schools and goes forth into the world on its mission of disorder. \* \*

Your committee might, in conclusion, support the recommendations they have offered, and advocate increased attention to the schools, by bringing forward the many and well-known arguments for the necessity and value of education. But this cannot be necessary. The question as to the need of a good system of public instruction in a community like this, is no longer an open or debatable question; it was settled by the Pilgrims when they first landed on these shores, and their decision has been confirmed by every succeeding generation of their descendants. To say that the education of all the people is necessary to the protection of property, the promotion of industry and enterprise, and the preservation of order; that without knowledge houses and lands are of little worth, and that with knowledge the poor man has riches that will not take to themselves wings; to say that our institutions must rest, if they are to endure in their strength and their beauty, on the intelligence of the many as their foundation; and that, in the last analysis, the permanent prosperity of any town is to depend on the information and virtue of its inhabitants; to say that in an ignorant community vice will prevail, the many be oppressed and cheated by the few, or the few annoyed or injured by the many, and that religion itself will become fanaticism or superstition; to say in a word, that the peace and growth and glory of the Commonwealth, and of consequence the little democracies of which it is composed, in years to come, are to be diminished or increased, to no small extent, by the feebleness or energy, the defectiveness or completeness of our Common School system;—to say this, is only to utter truisms, which it may be unnecessary to repeat, but which it is most necessary to remember. In these truisms, new interest is now taken throughout the State. \* \*

SCHOOL COMMITTEE.—*Thomas B. Fox, Jonathan F. Stearns, Nathan Follansbee, Charles J. Brockway, William Plumer, David J. Merrill, Robert Bayley, Jr., Nathaniel Foster, William Prilchard, John Gray, Jr., Ebenezer Bradbury.*

## ROCKPORT.

**SELECTIONS FROM [PRINTED] REPORT.** The interests confided to your committee are necessarily of an important character. The habits, manners and morals of your children are, in an important sense, committed to their keeping. This being the fact, how exalted and responsible a character does their office at once assume ! It is in this office if in any, that wisdom, discretion and fidelity are required. The duties of your committee are no less than what are implied in the superintendence of the education of the rising generation. The rule to be regarded in the selection of this committee is the same as that usually observed in ordinary business ; which is, that the means to be used shall correspond to the interest at stake. The field on which they are to operate is the immortal mind, and the fruit to be produced as lasting as the deathless spirit. We cannot get too deep and abiding an impression, that the education we receive is to have a permanent influence on the destiny of our being ; and we venture to affirm that no persons are suitable to superintend the education of children, who do not assent to this truth. To acquire a competent knowledge of reading, writing and arithmetic, though highly necessary and essential, is by no means all that is implied in the education contemplated by our Common School system. Our school law, as it ought, looks upon man not only as an intellectual, but a moral and social being ; and urges, as a matter of the first importance, the proper cultivation of his moral nature. The world abounds with instances of perverted education. Science and learning, of themselves, will never make a man useful and happy ; virtue must be the chief element in that character, which would secure happiness and usefulness to its possessor and to society. If we consult the records of crime we shall find, that many of the greatest depredators on human happiness had travelled far up the hill of science and bedecked their brows with her unfading laurels. That education, which leaves out of view the superior claims of the moral virtues, is not worthy the name. If we wish to raise up a race of mere infidels, let the idea prevail that the great principles of Christianity, instead of lying at the foundation of all our education, are to be kept in the back-ground. No. Our children should be taught, that it is more honorable to be honest, just and benevolent, than to be rich, distinguished, or even learned. There has been too much of this spurious education in our nation for its own profit or advantage. Let the children of the present generation fail to acquire a reverence for the principles of morality, and our nation's doom is sealed. If this apprehension has a foundation in truth, it is well for us to inquire what education we would bestow upon our children. Would we teach them, their chief good lies in the acquisition of mere knowledge ? Would we encourage the development of the lowest propensities of their nature ? Would we beget in them a reckless, ambitious spirit, which runs headlong after the gaudy phantom of wealth, trampling with indifference on principles of honor ? Or, would we teach them rather to be ambitious to acquire that true greatness of character, which scorns to be enriched with dishonest gains ; that would rather pine in want than be suspected of amassing property upon others' ruined fortunes ; that would rather suffer proscription than covet that distinction which follows in the wake of the heartless demagogue ; that would rather endure the infliction of injustice, than be thought to despise the majesty of wholesome law ! Our times, our nation and our world, need men of elevated, decided, intelligent, moral principle, much more than men of mere political sagacity, depth of learning, and schemers for amassing wealth. Now, whence is this generation of men to spring, actuated with these lofty purposes, and elated with a holy ardor to vindicate the interests of liberty, sustain the majesty of virtue and elevate to their proper place the principles of Christianity ?

They are to spring from our schools and firesides if from any quarter. Here then we see the immense responsibility of those, who superintend the education of children. Their parents, teachers and guardians, have a nation's, nay, a world's destinies in their hands. They may think little of these things ; but the responsibility is there and cannot be shaken off. Ye fathers and mothers, ye guardians and teachers ! do you feel, that the destinies of your beloved country, are garnered up in those artless and frolicsome children, that gather about your firesides, your shops and schoolrooms ! Their little voices, that now ring out the shouts of joyous childhood, will ere long, be heard in masculine tones in the busy

marts of business ; in our legislative halls, urging the enactment of laws whose principles, whether just or unjust, will be the principles of their advocates ; or, on the bench of justice, giving judgment where the rights of innocence and virtue are to be adjusted ! Say, ye guardians of youth ! what shall be the character of our laws ? What the safeguards thrown around the dearest rights of the people ? Shall honor dwell in the hearts of men of business ? Shall the ermine of the judge be unsullied, and innocence and oppression find a refuge and asylum on the bench of justice ? \* \*

By the above sketch it will be seen that the teachers have generally met with the approbation of the committee. They have been instructed to look upon their pupils as rational and intelligent beings, capable of being swayed by motives addressed to their sense of propriety and justice. To govern by love is a maxim that should be in every teacher's mouth. Affection, kindness and persuasion, combined with intelligence and decision, will generally succeed in securing good order and attention to study. The intellect that is so obtuse, and the moral principle so perverse, that they cannot be aroused to a relish for knowledge and moral excellence by these means, will seldom be benefited by a stimulus addressed to the physical nature. Among many of the larger scholars, of both sexes, there is a degree of enthusiasm and thoroughness in their studies worthy of all praise.

Your committee have insisted much on making instruction as thorough and practical as possible. To secure this, the black-board has been in frequent use in all our schools ; the exercises on the board being well calculated to promote thoroughness, by illustrating and impressing more vividly on the mind important principles. We have urged upon the more advanced scholars who are acquainted with grammar, the importance of writing composition ; and in a few instances have happily succeeded in inducing some to engage in this profitable exercise. This should be a standing exercise in our schools as much as reading. All should be taught to write and speak their language with grammatical propriety. To know how to read well is the mark of a good scholar. This exercise is too much regarded in our schools as a matter of form. There should be more effort on the part of scholars and teachers, to raise the standard of reading in our schools. There is ample room, in fact, for improvement, not only in the general government of our schools, but in the manner of teaching the usual branches embraced in our school system. To promote this, much might be done by the people's taking more interest in visiting our schools. Every school should also be supplied with sufficient apparatus to enable the teachers to illustrate and explain the branches usually taught.

The map, the globe and thermometer should be in every schoolroom. The latter instrument would be of great use in regulating the temperature. Ventilation cannot be too much regarded where many children are assembled. The lassitude, uneasiness and discomfort so often witnessed in school can frequently be traced to the presence of foul air. The windows of the schoolroom should be made to let down to give vent to the noxious vapors. It should never be forgotten that the circulation of good air is as necessary to health as the circulation of good blood ; indeed the latter cannot be had without the former. \* \*

The present system of Private Schools, so far as they include the older and better scholars, we regard as injurious to the Common Schools. Their tendency, we think, is to withdraw that encouragement and influence from the Public Schools which are necessary to their success, and to build up grades and distinctions in society which are unfriendly to the interests of the community. All our education, we believe, for the common purposes of life, should come through one common channel. The genius and spirit of our institutions demand no monopoly of education, but require that her richest honors should be scattered heaven-wide with a liberal hand. The whole people and not the few are the source of power and influence in our country, and the whole people and not the few consequently require the best education. \* \*

SCHOOL COMMITTEE.—*Lemuel Gott, Wm. Whipple.*

## ROWLEY.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*John Pike, Tho's E. Payson.*

## SALEM.

[The report of the Salem school committee is very voluminous. An improvement, amounting almost to an entire change, has been made in the Public Schools of that city within the last two years. The expenditures for the last year, for schoolhouses, teachers' salaries, and other items pertaining to the schools, were \$39,220 75.

The "Rules and Regulations" cover more than thirty pages, closely printed in min-ion type. A selection is made containing the regulations for the "East School for boys," together with a synopsis of the course of study in that school. As the regulations and course of study cannot be so fully understood without a plan of the rooms in which the school is kept, that also is given. SECRETARY OF THE BOARD OF EDUCATION.]

SELECTIONS FROM [PRINTED] REPORT. \* \* *East School for boys, on Essex and Bath streets.* \* \* This school shall be divided into two departments, to be denominated respectively, (from the location of the schoolrooms,) the North and South Departments.

Each department shall be divided into eight classes, and each class shall consist, as nearly as may be, of twenty-two members. The classes in the North Department shall be called and numbered *North first* to *North eighth* inclusive, and the classes in the South Department shall be called and numbered *South first* to *South eighth* inclusive.

The studies in the North Department shall be divided into three courses, viz. :  
1. Grammar. 2. Reading, *first course*. 3. Reading, *second course*.

The studies in the South Department shall be divided into three courses, viz. :  
1. Geography. 2. Arithmetic, *first course*. 3. Arithmetic, *second course*.

The course in grammar shall include the study of orthography and etymology for the lower classes, and of syntax and prosody for the higher classes. Every lesson, as far as may be, shall be accompanied by operations on the black-board and slates; and exercises in parsing and composition shall be required from the higher classes. [Text-books prescribed.]

The first course in reading shall comprise instruction in reading, spelling, defining and punctuation, so far as these several branches may be connected with the reading lessons. The second course in reading shall comprise instruction preparatory for the first, and, so far as practicable, in the same branches. In spelling, the scholars shall be constantly required to write words upon the black-board, as well as to spell orally. [Text-books prescribed.]

The course in geography shall include the study of the elementary and higher text-books, the use of maps and globes, the construction of maps, the elements of astronomy, history of the United States, and general history, so far as the same can be blended with geography. [Text-books prescribed.]

The first course in arithmetic shall include the higher branches of mental and practical arithmetic, constant operations on slates and black-board, book-keeping, and, if practicable, the elements of algebra and geometry. The second course shall include the lower branches of mental and practical arithmetic, and simpler operations on slates and black-board. [Text-books prescribed.]

The courses in grammar and geography shall be attended by all the classes in both departments, each class being required to prepare and perform two recitations and one review in each study during every week.

The first courses in reading and arithmetic shall be attended by the four higher classes in each department, each class being required to prepare and perform four recitations and one review in each study during every week.

The second courses in reading and arithmetic shall be attended by the four lower classes in each department, each class being required to prepare and perform four recitations and one review in each study during every week.

The six assistants shall be respectively assigned to the six courses into which the studies are divided; and each assistant shall be exclusively employed in attending recitations in the course assigned, being required to attend thirty-two recitations during every week.

The principals shall be respectively assigned to the two departments into which the school is divided, and shall be employed in reviewing, in the studies of their respective departments, all the classes belonging to both departments,—the principal of the North Department reviewing every class in each department once during every week in grammar and reading, and the principal of the South Department reviewing every class in each department once during every week in geography and arithmetic,—each principal being thus required to attend thirty-two reviews during every week. The reviews in grammar and reading shall be attended by the classes in one department, at the same time that the reviews in geography and arithmetic are attended by the corresponding classes in the other department; each principal devoting the first half of the week to the classes in his own department, and the last half to the classes in the other department.

The classes shall attend recitations in the recitation rooms occupied by the respective assistants,—each recitation room being assigned to one assistant exclusively, and furnished with fixtures and apparatus appropriate to the course of studies pursued in it.

The classes shall attend reviews in the schoolrooms occupied by the respective principals, at the stations in the rear of the desks designed for this purpose.

The time devoted to the preparation and also to the performance of each review and recitation shall be precisely half an hour, as indicated by the striking of the school clock. Any recitation, the preparation and performance of which are not completed during the first half hour, may be continued during the next succeeding half hour which is appropriated to a recitation in the same study, at the discretion of the teacher; and the principals shall be authorized to detain classes after the close of the school, for the purpose of completing reviews, whenever they deem it important to appropriate further time to this object.

The movements of the classes, in proceeding to and from the several recitation rooms and review stations, shall be regulated by such a method as will prevent confusion and require but little time, and will at the same time afford an agreeable and salutary recreation.

The scholars shall be seated at the desks in such a manner that the two occupants of one desk shall never remain together during the time allotted to recitations and reviews. For this purpose the members of the first and second classes in each department shall occupy the first and second ranges of desks in their respective schoolrooms, a member of each class being seated at each desk. The members of the third and fourth classes shall in like manner occupy the third and fourth ranges,—the members of the fifth and sixth classes the fifth and sixth ranges,—and the members of the seventh and eighth classes the seventh and eighth ranges.

The time of weekly attendance at school, consisting of fifty-six half hours in winter and sixty half hours in summer, the arrangement of exercises shall be such as that, during the winter term, thirty-two half hours shall be appropriated to reviews and recitations, eight to writing, six to opening exercises and the daily business of the school, and ten to recess and general exercises in the schoolroom, such as singing, the simultaneous rehearsal of rules and tables, arithmetical and grammatical exercises upon the black-board and slates, drawing, &c.; with no other variation during the summer term, than that the four additional half hours, at the close of the afternoon, shall be appropriated to general exercises, especially to declamation, under the direction of the principal of the North Department, and the construction of maps under the direction of the principal of the South Department.

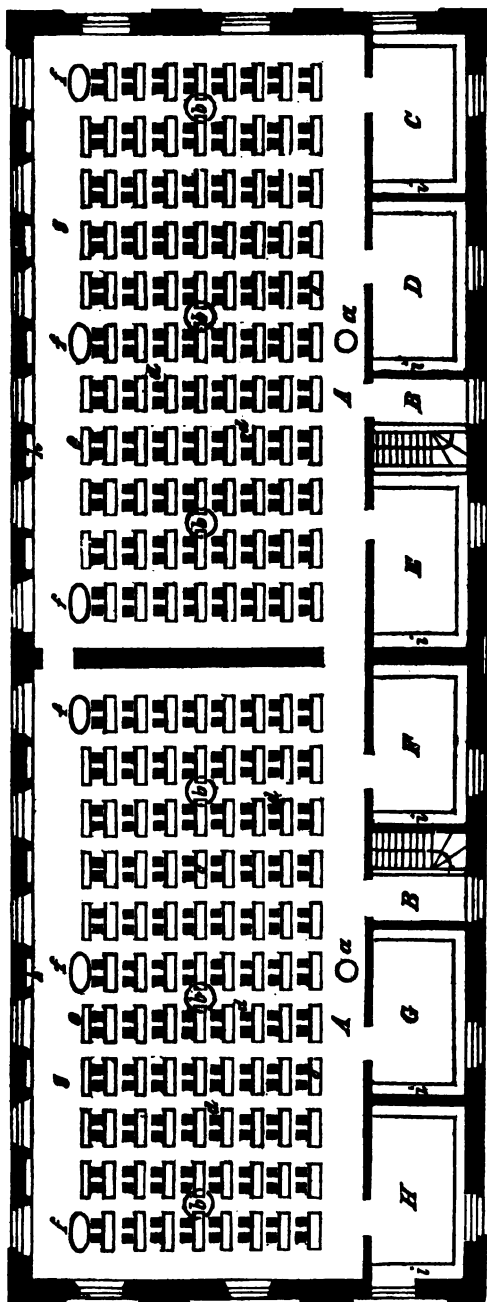
The entire course of exercises in the school shall be conformed to the annexed synopsis, the same exercises recurring on the same days in each week, the recitations immediately preceding the review in each course of studies, and the reviews and recitations in the several studies being preserved uniformly equi-distant throughout. \* \*

**SCHOOL COMMITTEE.**—*S. C. Phillips, C. W. Upham, Stephen Osborne, John Chapman, Wm. R. Richardson, Alexander I. Sessions, Daniel Lord, John M. Ives, Elijah Porter, Joseph Hodges, Wm. Goodhue, James Upton.*







EAST SCHOOLHOUSE, SALEM. *Second Story.* Scale 1-20th inch to a foot.

- A, A.—Schoolrooms, 65 by 36 feet each.  
 B, B.—Entries and stairs from the first story.  
 C.—Recitation room for reading, first course, 17 by 10 feet.  
 D—“ “ “ grammar, “ 18 by 10 feet.  
 E—“ “ “ reading, second course, 19 by 10 feet.  
 F—“ “ “ arithmetic, “ 19 by 10 feet.  
 G—“ “ “ geography, 18 by 10 feet.  
 H—“ “ arithmetic, first course, 17 by 10 feet.

- a, a.—Hot air furnaces.  
 b, b, &c.—Ventilators, 8 feet diam., in the upper ceilings of the rooms.  
 c, c.—Desks.  
 d, d.—Seats.  
 e, e.—Settees.  
 f, f, &c.—Tables for instructors.  
 g, g.—Platform raised 8 inches above floor of rooms.  
 h, h.—Recesses containing books.  
 i, i.—Seats occupying three sides of recitation rooms.

## SALISBURY.

**SELECTION FROM REPORT.** Your committee feel a sincere pleasure in being able to say, that during no past period of their service, as public directors of the education of the youth in this town, do they believe the schools under their supervision have been in a state of higher prosperity, than during the year which closes this day.

The advances of the scholars in the several branches usually taught in district schools, have, in most cases, been very commendable; and in many instances rapid. And it is a matter of high gratification to the minds of your committee, to know that the pupils, generally, have not been satisfied with merely going over the lessons and studies assigned them, in a passable manner, but have been in earnest *to master the principles* of the several branches of education, which they have pursued. It is deemed of high importance, that the habit of diligently and unweariedly searching to understand the reason of things, should most assiduously be cultivated by youth. Good scholarship cannot be attained without it. The ability accurately to investigate principles, is absolutely necessary to a quick and judicious understanding of men and things; and this faculty, no wise man will lightly esteem. It is of incalculable value in all the pursuits of life. The school-room is the proper place for calling it forth, strengthening it by exercise, and giving it a right direction.

But that there is still room for improvement, your committee are not disposed to question. A higher degree of prosperity and efficiency, in the several schools, is very desirable, and ought to be secured. But can it be obtained? It is believed it can. Of several means which might be named for its attainment, we will notice only the following.

And, first, the regular attendance of the pupils, every day, and if possible even the parts of every day, during the term of time they professedly go to school.

By reference to the registers of the several schools, it is found that the absences from school average the loss of not less than one day in every five, to every scholar, through the town,—of course some losing more, and others less.

The loss of every fifth day of the time allotted for the cultivation of children's intellects, is, as no one can fail to perceive, a very lamentable and serious hindrance to their progress in mental acquirements.

What would the farmer say, to having every fifth hill in his cornfields left unweeded and uncultivated? Or what would the gentleman say, to paying a full price for a dress coat, (if such it might be called,) and be obliged to wear it wherever he went in public, from which, in the process of manufacture, the weaver had taken away every fifth thread, each way of the cloth?

But this had much better be, than that children should lose one day in every five, while they are obtaining an education. \* \*

SCHOOL COMMITTEE.—*Benj. Sawyer, J. F. Wilcox, C. Dearborn.*

## SAUGUS.

**SELECTIONS FROM [PRINTED] REPORT.** \* \* Under the new arrangement, as to the school committee, which the town adopted last spring, every thing has proceeded harmoniously, and we trust profitably. \* \* On the whole, we can confidently say that we have had good teachers and good schools the past year. There has been a very great improvement, generally speaking, with such scholars as have attended punctually. Punctual attendance is highly creditable to parents as well as scholars, and it would be highly pleasing to us to be able to give credit for the same in all cases. Inconstant attendance is one of the greatest impediments in the way of a general diffusion of Common School education. When, we ask, shall this evil be remedied? When will parents and guardians feel the responsibility that rests upon them? When will they awake to that zeal and activity that the good of the rising generation demands? Finally, when will they do their duty wholly, and not in part? It is not enough that we provide food and clothing for the child,—that we supply merely its animal wants;—the wants of the

mind should be regarded as superior to all these. So long as we practically declare the inferiority of mind, and the superiority of matter, so long shall we foster and encourage the prevailing evils of society. Whenever mind shall predominate, and we shall practically acknowledge and believe the superiority of our spiritual nature, the prevailing evils of society will diminish, and virtue will triumphantly assume her reign. Not realizing the powers and capacities of the mind, we neither see nor feel the necessity of its culture and improvement as we ought. We never highly estimate any thing till we know it to be valuable. So we cannot truly estimate mind, till we realize how susceptible it is of intellectual and moral attainment. We are almost wholly occupied with the outward, and content ourselves with thinking that we have but little, if anything, to do in the great work of human improvement. It is high time for parents to awake, and know that their neglect or remissness in the education of their child does not stop in its influence on that mind alone, but will probably extend to future generations.

The consequences of the past have come down to us and we are reaping the harvest. The advantages or disadvantages caused by the improvement or neglect of mind, in past generations, are flowing in upon us every day. It remains for us to realize this, and know that we cannot live without stamping an impress on the future. We are a connecting link between the past and the future, and time will determine whether we have lived for the mind or the body. We cannot bequeath so rich a legacy to those who come after us as to leave to them intellectual and moral worth. The name and memory of him who lives for the world, will perish with the decay of matter; but he who lives for the mind and its improvement, lives on when nature decays; and the cherished remembrance of the true man is penciled on the tablet of the heart. This great and unchangeable truth should be known and believed by every parent, that it is mind, and mind only, that gives true value to existence. When this is generally believed and understood, our attention will then be directed to study the sublime science of the mind's improvement. We shall then discover in the child, the dormant, slumbering energies of the man, waiting the operation of laws as permanently established for the intellectual and moral, as for the natural world. When the laws of the natural world are violated, we see the dwarfish plant or the gnarled tree; but when the laws of the spiritual world are transgressed, we meet the puny mind, or the evil disposition accompanying a depraved character. How much easier it would be to counteract the first appearance of evil, and overcome it before it has attained growth and strength, than to wait till we are obliged to grapple with a giant. How many parents mourn over the dereliction of their children from virtue and purity, who can well recollect their own negligence in not checking the first budding of evil, and in not guiding the young mind into the pleasant ways of virtue and improvement. If we wish our children to rise after us and call us "blessed," let us do the duty of parents, and train them up in the way they should go. \* \*

It will be seen that the new arrangement of the school committee has not added to the expense of that board, but has diminished it. All that has been paid to prudential committees in past years has been saved this year, in making but one committee in town. \* \*

SCHOOL COMMITTEE.—*Benj. F. Newhall, Henry E. Hone, W. W. Boardman, Fales Newhall.*

## TOPSFIELD.

NO REPORT FROM SCHOOL COMMITTEE.

## WENHAM.

SELECTION FROM REPORT. \* \* The practice of scholars absenting themselves from the final examination, has, during the past year, prevailed more than usual in one or two of our schools, and is much to be deplored. We fear that some were voluntarily absent,—absent without a good reason,—thereby subjecting themselves

to suspicion and censure. But in some cases parents, we believe, have done something to encourage and perpetuate this evil. Your committee, as well as the teachers, exceedingly regret every thing of this kind, and earnestly desire the zealous coöperation of parents with the teachers, that in future all the scholars may anticipate the examination, not with dread and a desire to avoid it, but with pleasure,—with the *wish to be present*, and diligently prepare to acquit themselves so honorably as not to fail of receiving the approbation of the committee and of all concerned.

Another evil has arisen from a want of uniformity in books in some of the schools, and in others a lamentable deficiency in suitable books has existed, notwithstanding all that was said and done by your committee, at the opening of these schools, to supply this defect. At the closing examination of the third class in one of our summer schools, we were surprised to find that no one of the class was furnished with a spelling-book; and still more astonished to learn that this unjustifiable destitution had existed through the whole term of the school. The class, it is true, was small, but should not have been thus neglected in the very groundwork of their education. In such a state of things your committee, of course, could not find much to commend, and would again invite particular attention to this important subject.

Your committee are, however, of the opinion that our schools, during the past year, have been, upon the whole, more prosperous than usual; and they might speak in terms of high commendation of the improvement exhibited in several of the schools, and by individual scholars. We might also say much in commendation of most of the teachers, for taking so deep an interest, for laboring so faithfully, and proving so successful in their work. They succeeded in gaining the affections of their pupils, in guiding their morals, and in aiding them essentially to improve their minds and their hearts.

The members of district No. 1 are deserving of much praise, for providing a new and convenient house for the special accommodation of the school. The location of the house is favorable, and the whole building such as to reflect honor upon the district, while they doubtless already feel rewarded for the sacrifices and expense with which their laudable efforts have been attended. Taking into view the greatly improved accommodation for the scholars, together with the success which attended the faithful exertions of the teacher, your committee are free to say that this school never before appeared to them so well. We hope and trust that they will still go forward with unremitting zeal and increasing success.

The friends of Common School education among us may now be encouraged by the fact, that all our schools are furnished with so good accommodations,—each district having built a new house within two years. \* \*

SCHOOL COMMITTEE.—*D. Mansfield, Stephen Dodge, Nathan Jones, Nehemiah Preston, John S. Bomer.*

## WEST NEWBURY.

SELECTIONS FROM [PRINTED] REPORT. \* \* The government of this school had been severely tried by the insubordination of three of the larger boys. From all your committee have been able to learn of the facts in this case, we see no cause whatever to implicate the character of the teacher. We know not what motives may have directed their parents in allowing them to leave the school for the remainder of the term, *directly* after the chastisement. But your committee exceedingly regret the influence of such examples. If the government of the school was good and no punishment was inflicted disproportionate to the offence, why should not parents sustain it and oblige their children to live under it if *they* would have their *own* government respected? If any parent so situated exerts an influence against the teacher and the prosperity of the school, who can wonder at the growing number of rowdies in the land? \* \*

\* \* An effort was made at an early period by one of the larger pupils to interrupt the good order of this school. We are of the opinion that the school sustained no special injury from the discipline which inflicted due chastisement, ex-

cepting the withdrawal of the pupil by his parents. This affair, having been prosecuted before our courts of justice, excited considerable solicitude in our minds for the welfare of the school. In our visits and final examination we have found the eldest portion and the vast majority of the school sustaining and approving the conduct of their teacher. Their parents also are almost unanimous in vindicating the course of the teacher as having inflicted no punishment disproportioned to the nature of the offence. From all that your committee have been able to learn, as much as we regret the resort to corporal inflictions, we are satisfied of the necessity on this and on similar occasions. We have no sympathy with that false tenderness which spares the rod, till the iniquity of the parents is visited justly upon their children. \* \* The pupils of the school, your committee are confident, made respectable progress in all their studies. And considering the trials of the teacher, the result was favorable beyond our expectations. The attendance of the school was quite regular, and none disappeared at the final examination. The average attendance of the last week exceeded the general average for the term. The committee were much gratified to see in this school so many young men united in sustaining the government of the school. More parents were present at this examination than at any other. \* \*

Notwithstanding the particular accounts now given of the separate schools, which we have aimed to make brief as convenient, your committee feel prepared to say generally, concerning the operations of our schools, that when all things are considered, they have been steadily advancing in the career of usefulness and importance. Still they are not perfect,—are not what they might be, nor what we hope they soon will be. Every parent, citizen or friend of his country has a deep interest in the welfare of our Common Schools, whether or not he is conscious of it. \* \*

Your attention is solicited to the paramount importance of continuing our Public Schools during some portion of the warm season. In districts No. 3 and 4 there have been no public summer schools taught for several years. All the money is expended for the winter schools. Many parents are unable to send their children to Private Schools, and pay bills from ten to twenty dollars for their tuition. It may be said, the public money drawn by these districts is sufficient to support good schools during the summer and winter. This may be true. But why should the children of the poor in these districts be deprived of a summer school, which the children of the other four districts enjoy? The town appropriation affords money enough to *four* districts to support a school, both winter and summer, equal to between six and seven months. But in the other districts they have not quite four and a half months' school, and this in the cold season. Perhaps *Private* Schools may give the children of abler parents a school of six months in the summer. Still such advantages make ruinous distinctions in the scholarship of the winter schools. Hence your committee are no friends to Private Schools. We say, away with them; and allow the means of knowledge and improvement to be shared equally by the rich and poor. And if distinctions must exist, let them arise from the differences in the personal efforts of the pupils to cultivate their minds. Allow the sources of knowledge to lie open to all alike.—Such we believe to be the true doctrine of our school system and essential to the prosperity of our form of government. But if a large number of our children attend no school during the whole warm season, only because their parents are not well able to pay the high tuition bills, they will inevitably school themselves in the street, and fall into irreclaimable habits of vice and crime. And can they in after-life come into contact with other more highly favored children without feeling a sense of inferiority, and forming prejudices which will do much to mar the peace of society? The happiness of society cannot rest on the distinctions which money may make. *All* must be educated to prevent the interests of the uneducated and immoral from predominating over those of others, and to produce unanimity at the polls, and among those who are to sit, as jurors, upon the lives and property of their fellow-citizens.

In regard to corporal punishments, your committee are happy to report that but few cases of the kind have occurred during the past year. Most of these have been inflicted upon the larger boys. We wish it practicable always to dispense with the literal rod. But when the indulgence and kindness of the teacher fail to

secure the respect of the scholars; when his appeals to their sense of duty and self-respect are answered only by insult and contempt of his weakness, the government of the teacher must fail, or he must administer physical remedies as the last resort. And before any parent should object to such treatment of the spirit of insubordination, it might be well to inquire what has been said and done by the fireside to engender it in the minds of their children. So long as it is necessary for government to make its appeal to physical force to restrain crime,—hanging out the terrors of the infantry, of the prison and gallows, for those offenders who are too degraded in their moral nature to act from higher motives, we need not expect to dispense in all cases with the rod and ferule in our schools for those who are on the highway to the more profitable acts of insubordination to lawful authority.

The experience and observations of your committee confirm them in the belief that almost all our school teachers are sadly deficient in the department of *moral instruction*. We would deprecate all sectarian influence, by which, we mean the inculcation of those disputed views and prejudices which favor one denomination of Christians more than another. But ought not our prudential committees to select teachers whose claims are higher than that they never have been convicted of crime in our public tribunals? Should not men be selected whom we would wish for models of character, in manners, conversation, taste and moral sensibilities; whose habits and feelings are pure and lovely, and who are deeply impressed with the importance of laying the moral foundations of youthful character? Your committee regret to learn that in *one* of our winter schools, certain language was used by the teacher towards the younger females, and the definition of certain words required of the school, exceedingly offensive to the eldest pupils, and contrary to the established laws of modesty and propriety.

Without that species of moral training which the *law* very particularly demands, how shall the evil propensities of early life, quarrelling and fighting, lying and deceit, trespassing on each other's rights, rude and boisterous sports, cruelty, idleness, lasciviousness, improvidence, obstinacy, covetousness and irreverence, be eradicated? Should our teachers be satisfied to improve the intellects of our children,—as if any instruction which should influence their moral feeling was beyond their province? We do not believe that teachers, who have right moral feelings themselves, can hesitate to use the opportunity and influence which their station gives them, to do, as the laws require *all* instructors of youth to do; “to exert their best endeavors to impress their [pupils'] minds with the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of society and the basis upon which a republican constitution is founded.” Must not our teachers then instruct our children in something else besides reading and spelling, writing and grammar, geography and arithmetic, in order to answer the demands of the law? We feel that both parents and school committees have much more to do in providing for the moral welfare of our schools, in the choice of their teachers. A teacher may sustain a rigid examination and present a fair certificate of moral character, and still, your committee, in the case of all strangers, may know nothing of their dispositions, moral habits, self-command or fondness for the profession of school-keeping. Who can say that a teacher, under examination, possesses “decision of character with mildness of disposition, firmness of purpose with kindness of expression,” some of the “essential elements in the character of a good disciplinarian?” Who can say that if he attempts to teach and illustrate the importance of the moral virtues, his own conduct will not exemplify the contrary? Hence the school committee feel that the *prudential* committees have the *largest share* of responsibility in procuring suitable school teachers. He who inquires for a teacher, enjoys advantages for ascertaining his qualifications for usefulness, of which the examining committee may hear nothing. And the questions as to his *moral* character and *success* in teaching, ought always to be answered *first* to the satisfaction of the prudential committees. \* \*

With reference to the success and preference of female over male teachers in our schools, the committee are happy to inform you that they are by no means alone in their views. The sentiment is quite prevalent in many towns of our State.

The advantages are numerous. In many of our schools the number of young children is great and greatly increasing. When the school contains forty pupils, about one half are dependant on the *direct* efforts of the teacher to engage their attention, in order to their improvement. But *how much* time can she devote to them personally? Are they not left to amuse themselves while the teacher is devoted to the larger pupils? They usually read five minutes, twice each part of the day, and then must be eyed, scolded, threatened and whipped the rest part of the day, to be kept still enough for the other exercises. An assistant teacher could employ more of their time, and in summer retire to the open air and do much to improve their minds and hearts, in a way more congenial with the activity of their spirits and preservation of good health. Without her assistance they are condemned to sit on a board, in hot weather, six hours a day, one hour and a half at four different times,—a species of confinement more destitute of humanity and of reason than can easily be found elsewhere in civil life. \* \*

SCHOOL COMMITTEE.—*John Q. A. Edgell, Anson Sheldon, Isaac Boyd.*

## MIDDLESEX COUNTY.

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### ACTON.

**SELECTIONS FROM REPORT.** \* \* Though the success of your teachers in discipline and instruction has varied, still we can truly say that commendable progress has been made in all your schools the past year. We are happy to state, that in our opinion, in no case has the time of the pupils been wasted, or the school money thrown away. The standard of scholarship was never so high as the past year. At no former period could there be found in town an equal number of youth, who could be fairly pronounced by competent judges, good readers, good writers, good spellers, mathematicians, grammarians, geographers, and good scholars in the elements of history and philosophy. We doubt, whether seven years ago, there were half as many; we know there were not in grammar or geography. Some large classes the past winter have been examined in some of these most difficult branches, without failing to answer correctly a single question. It is matter of no small regret with your committee, that more of you, parents and guardians of these children, were not yourselves present, to witness their proficiency and improvement. It would have gratified you, as it did us, and it would have pleased them and their faithful teachers. We do not see how you can well excuse yourselves. The business of communicating and acquiring knowledge in our Common Schools is hard work, and needs more direct countenance and encouragement from you. We entreat you, then, as you love your children, and wish them to be well educated, to make it a point to be present at the examinations, and be able to judge, yourselves, of their progress. \* \*

Let the parents see to it that there is no *dodging the final examination*. Your children have done well the last year in this respect. There has been but little of this contemptible evasion. The fair inference in such cases is, that those individuals are conscious of having made little or no progress, and are ashamed to make a public exhibition of their idleness and ignorance. A thorough final examination is a great excitement to make teachers and scholars all punctual and faithful.

Finally, we wish to impress you all with the importance and value of our system of Common School education. No business of equal moment comes before you as a town. What are your roads, your bridges, and all your other town affairs compared to this? We consider this system the glory of our land. Colleges and academies are needful to perfect the education of the human mind. But Common Schools, free of access to all, are indispensable in a community like yours. Without these you cannot long remain a free and Christian people. The religion of Jesus Christ cannot live among a people ignorant of letters. It will be broken down, and your free institutions with it. Ignorant, unable to read, we could no longer govern ourselves, and must soon bow down, and like other nations of the earth, wear the galling yoke of some hereditary and irresponsible despot.

**SCHOOL COMMITTEE.**—J. T. Woodbury, John White, Winthrop E. Faulkner.



## ASHBY.

**SELECTIONS FROM REPORT.** The committee having the general supervision of the Public Schools are happy to express their conviction that improvement in our schools the past year has been greater than in former years. This is what might be justly expected. Public interest in Common School instruction throughout the community, and a desire that the facilities for the acquisition of knowledge may be multiplied, are, we believe, constantly increasing. The demand for well educated, skilful and efficient teachers, and for liberal pecuniary appropriations, is becoming more urgent; and every lover of his country and his fellow-man, is becoming more fully convinced of the great value of our Common Schools, and of the desirableness of making them increasingly useful. And it is ardently to be wished that such interest may not fail, until our schools are in every respect as they should be; until they stand, safely and surely, the defence of our country, the bulwarks of virtue and liberty. \* \*

A common fault was the want of order and efficient government. We do not refer to any gross acts of insubordination which were not checked, but to a great number of comparatively little things which tend to interrupt the order, and consequently the progress of schools. Those who desired to spend time profitably were often prevented from doing so by interruptions altogether needless, and which are not found in a well-disciplined school. A restless uneasiness, a thumping and scraping of feet, a frequent leaving of seats, and unnecessary whispering,—all showed a want of interest in the great objects for which they were assembled together. By the same causes were teachers often interrupted in hearing recitations, so that lessons received but half the attention, which they ought to have received. In more than one instance have the committee noticed incorrect answers, passed over disregarded, because at the time some scholar asked to leave his seat, or to speak, or to have his lesson explained, or because the teacher thought that some idle girl or boy just then required attention. A good teacher will have such system and discipline that his whole attention may be given, while classes are at recitations, without interruption by others.

Another fault noticed was a want of familiar explanation and illustration of the subject taught. Some teachers seemed to be content with receiving the answers given in the book to the printed questions, without endeavoring to ascertain whether the subject was at all understood. A scholar may in this way go through or over many books, and know but little after all. His memory may be strengthened, but it retains nothing but words. No useful facts or principles have been acquired. No wonder that there is a want of interest in such a school. Such parrot-like recitations can be any thing but interesting to teacher or pupil. Let a teacher by familiar inquiries and explanations, know that the subject under consideration is fully understood, and he will no longer complain of listless or inattentive pupils. The animated countenance will show the delight which new thoughts awaken, and the schoolroom will be a happy place.

Your committee were pained in one or two instances with the evidences of a fretful, irritable disposition on the part of the teacher. Such instances were however happily rare. It is sometimes said that a Public School furnishes peculiar temptations to the exercise of such a temper. But no wise parent would willingly expose his child to the dangerous example of a rash, ungovernable disposition in a teacher. Firmness and decision are certainly necessary, but at the same time gentleness and kindness of heart are absolutely essential to a good teacher.

Three of the winter schools were taught by females, and the success which attended their efforts seems to show beyond a doubt, that a judicious selection of female teachers for more of our winter schools, would be the part of wisdom. \* \*

**SCHOOL COMMITTEE.**—*Charles W. Wood, Stephen Wyman, Asa Walker, Jr.*

## BEDFORD.

**SELECTIONS FROM REPORT.** \* \* The simple, but sufficient reason why most of our schools have been and are of such a common-place character is, that the

teacher has but little interest in his undertaking, and only resorts to it as a means of getting a little money. The end of his toil, and the pecuniary reward at its close, are the objects on which his eye is fixed, not the improvement of the scholars, or the development of their minds. \* \* The natural remedy for this evil would be to try to obtain teachers who will keep the school for more than a single term. \* \*

SCHOOL COMMITTEE.—*George W. Woodward, S. Hopkins Emery, Joel Fitch.*

### BILLERICA.

SELECTIONS FROM REPORT. \* \* As a general remark, we can sincerely say, that our satisfaction has never been more complete, as to the result of Common School education; and let us add here, what is, in our opinion, of the greatest importance,—we have perceived a very strong interest, on the part of parents, in the various schools, and especially an improvement upon the past. You remember, however, there is always said to be one exception to every general rule, or truth; and in confirmation of this, we regret to say that at one examination, one of the best, if not the best your committee ever attended, so far as we could learn, there were only two parents of the district present. \* \*

We feel more pleasure in announcing this than almost anything else; for we are well convinced that when the parents are strongly interested in the schools, they who are the natural guardians of their children, will see to it that the best instructors are secured. \* \*

In alluding, finally, to one other bill which has been carried through the Legislature during the past session, namely, the appropriation of six thousand dollars, for the next three years, to the support of the Normal Schools, your committee would suggest to the districts the propriety of applying to those schools for teachers when they are in want, and would congratulate you upon the interest which the State has evinced in one of its greatest ornaments and blessings, the education of the people. \* \*

SCHOOL COMMITTEE.—*Theodore H. Dorr, Marshall Preston, Amos Spaulding.*

### BOXBOROUGH.

SELECTION FROM REPORT. \* \* When a stranger applies for a school, it would be wise to require of him, (if he had previously taught,) not only a certificate of suitable qualifications from his instructors, but one from his former employers, respecting his success in conducting a school.

With regard to the government and discipline of our schools, we regret to be compelled to notice a false notion abroad among us, respecting authority. The scholar claims to do as he pleases in school; he comes to school to learn, not to be governed. If such a spirit be not frowned upon by the parent or guardian, the authority of the teacher is nullified at once, and disorder and confusion inevitably ensue. \* \*

SCHOOL COMMITTEE.—*Solomon Hagar, Granvill Whitcomb, Varnum Taylor.*

### BRIGHTON.

SELECTIONS FROM [PRINTED] REPORT. \* \* Your committee would congratulate the town on the increasing attention bestowed on the health and physical comfort of our schools, as shown in the improvements made the past year in some of our schoolhouses, especially in the West District, where, in addition to the improvements made by the town, the inhabitants of the district, by voluntary effort, deposited around the house a large quantity of gravel, to render the situation dry and comfortable. A bell has also been added gratuitously. Besides a l

this, there was raised about \$30, and a fine set of the Common School apparatus procured. Also two sets of the Juvenile Library, of twenty-four volumes, approved by the Board of Education. A neat and convenient book-case was made and presented by one gentleman advanced in years, an evidence of the deep and increasing interest felt by all in the education of the young. \* \*

Your committee would by no means be understood, by the foregoing remarks, to convey the idea that any of our schools have as yet attained to that degree of perfection and usefulness, which should be desired and expected. They believe that a much higher standard of excellence is not only desirable but attainable, and they look forward with confidence and hope to the time, as not far distant, when our system shall be so far perfected, that Brighton shall not suffer in comparison with any of her neighbors in the excellence of her schools, and all those moral and intellectual advantages which invite and promote so rapid an increase of valuable population, and of wealth, in all the towns around our metropolis. She has made a noble beginning, and your committee are firm in the belief, that the experiment made the past year should be persevered in, as the best that has yet been devised. \* \*

Shall we again mingle in one confused, and often turbulent and ungovernable crowd, all ages and both sexes, of our children and youth, in our district schools; where the teacher, though he may be compelled to ride upon the whirlwind, is too often unable to direct the storm? \* \*

As the rich and the poor, the virtuous and the vicious, the vulgar and the refined, must and will meet and mingle, shall they not be educated in such a manner as to best promote the welfare of all through life; where the rich man's son may learn, before it is too late, that he is to be trained up for those active scenes of life, where the most energetic, the most industrious, and the most deserving will take the lead; where the poor man's child may learn, that if he outstrips his fellows in the race of intellectual and moral excellence, the prize of distinction and reward will be his; and where all classes may take lessons, which they must sooner or later learn, in republican equality?

Our rights and liberties must be supported by the intelligence and virtue of the people; not by arbitrary power, enforced by servile bayonets. Every well-educated boy becomes an armed citizen, alike interested in the protection of the rich man's wealth, the poor man's liberties, and the peace of all, in the times of those outbreaks, which have so often happened in communities under popular governments, to their overthrow and ruin. \* \*

SCHOOL COMMITTEE.—*Wm. Warren, J. S. Kelly, B. Greenwood.*

## BURLINGTON.

SELECTIONS FROM REPORT. \* \* In all these schools, evidences more or less numerous and satisfactory have been exhibited, of good improvement of time and advancement in learning. \* \*

But your committee regret to state, that at the other three winter schools a spirit of insubordination has been manifested, which as it was trying to the committee to witness, so it must have been very detrimental to the improvement of the pupils themselves. This spirit discovered itself in loud and frequent whispering, laughing and noise in school hours, in rude and boisterous behavior in time of recess, in refusing to hearken to the orders of the instructors, and at the final examination of the West Winter School, in continued disobedience to the repeated directions of the committee themselves, by their chairman. This spirit was doubtless encouraged, in some measure, by the too great easiness of the instructors of those schools, and their reluctance to employ coercion to enforce obedience. But it did not originate from this source. It has been witnessed in our schools, though in a less degree, in former years. \* \* But wherever the blame of it lies in the instances referred to, one thing is certain; it will prove the ruin of our schools, if it continue to manifest itself here, and to increase as it has the winter past. No institution of this kind can flourish, or without difficulty subsist, in which order and government are not maintained. There must be prompt and thorough obedience

to the commands of teachers on the part of scholars, or it is in vain to expect from the latter either improvement in learning, or a commendable carriage and behavior either in school or out. We would therefore earnestly recommend to the town to look to this evil, and to take all proper measures to put a stop to it, before it gain further head. Much might be done to this end, were parents occasionally to attend, at the visits of the committee to the schools; or drop in at other times, as might be convenient; for this expression of interest, on the part of parents, in the state and government of the schools, would have a very salutary effect upon their children, to restrain them from disorder, and to give weight in their minds to the counsels and recommendations of the teachers. Much might be done, also, to the same good end, would parents be more careful than it is to be feared they sometimes are, about remarking before children upon the regulations and proceedings of their instructors, as reported by the children themselves, without first taking pains to ascertain the exact truth of their reports, and the reasons of those regulations and proceedings. But especially must they, if they wish to see order restored to our schools, shun giving their children any encouragement to expect, that in case of difficulty in school they will take their part against the instructors. Here, perhaps, is the principal source of more than half the disorders which prevail in schools, either in this town or anywhere in the neighborhood. Parents are partial to their children; too apt to take side with them against their teachers; too apt to pass sentence of disapprobation upon the doings of the latter, before they have given them an opportunity either to explain or defend them.

And moreover, there is at the present day a groundless, or most unreasonable and unhappy prejudice, as your committee conceive, against the use of corporal punishment in schools. \* \* It is readily conceded, that where other means will prove effectual, it is better never to resort to force. But there are tempers upon which nothing but force will make impression; there are cases in which, attempts to govern by persuasion having already proved fruitless, it would be useless, and worse than useless, to continue them, and coercion is the only means left to ensure obedience. When and how long to depend on mild measures, and when to have recourse to such as are of a contrary description, must necessarily be left to the good sense and discretion of the teacher of their children to determine. And they would do well both for themselves and their children too, to rest satisfied with his judgment and proceedings in this matter; to justify a teacher, in all ordinary cases, in his coercive treatment of their children, rather than to condemn him; and to let them distinctly understand, that disobedience to him on their part will be sure to be followed by their own displeasure. And yet too many parents, by publishing to their children their resentment, if their teacher has undertaken in any case to enforce submission to his will by the ferule or rod, give direct encouragement to an ungovernable disposition in them, and disarm the teacher at once of all power to rule in his school, except so far as it may please their children to be ruled.

SCHOOL COMMITTEE.—*Samuel Sewall, David Skelton, Jacob Munroe, Humphrey Prescott.*

## CAMBRIDGE.

SELECTIONS FROM [PRINTED] REPORT. \* \* The teachers of our schools have, for the most part, devoted themselves to their work, the past year, with great zeal, and to the benefit of their scholars. They have shown a commendable desire to improve themselves, as teachers. One evidence of this is the continuance of their weekly meetings. By the practice of exercises belonging to the schoolroom, and by friendly and frank criticisms on each other, they have rendered these meetings of essential service to themselves and their scholars. We are happy to notice among them an increased confidence in moral means of government, and the substitution of kind words and a gentle address, in place of those ruder modes of discipline, once so prevalent in the schoolroom. We hope this reform may yet become universal. Let there be love in the heart, and let time be taken for self-

composure, and to affect the conscience of the child, and we believe the cases will be few, where the rod only can produce obedience. \* \*

It gives us pleasure to remark, that our Public Schools are gaining more and more favor in town. Parents, who once regarded them with aversion, are now sending their children to them. Let these schools go on, as they have for the few past years, steadily improving, and we believe they will secure the confidence and the patronage of nearly all our citizens. The expense of the schools appears great, when taken by itself; but compared with the amount paid for private instruction, it is moderate. During the year preceding May 1, 1841, there were expended \$7,309 67 for public instruction; that is, there being 1,635 children in the schools, about \$4 47 for each scholar. While, during the same period of time, no less than \$6,801 were paid for private tuition. Now as there were but 437 children educated in the Private Schools, the cost was over \$15 56 for each pupil. If we consider how large a majority of these pupils are in small female schools at a trifling expense, we shall find probably that three fourths of the whole number are educated for one fourth the cost of instructing the entire 437; that is, for some 100 or 125 pupils there is paid, we doubt not, from \$100 to \$50 or \$40 each annually. This, we think, a startling fact; it shows that the extravagant expenditures of our citizens for education is not confined, to say the least, to the Public Schools.

But why should this expense for private instruction continue? Why may not the town treasury receive a portion of this excess paid for Private, above the cost of our Public Schools? Had we but the half of it, we might then well speak of the great tax raised for the schools. We do not deny that every parent and guardian has a right to educate his children as he pleases. So far as he makes it a mere matter of taste, we shall have no argument with him. Nor do we question the ability of many of our private instructors. Nay, we would hold up some of them before our public teachers as models of excellence. We would that the town could offer them inducements to engage in our schools. We do hope the time will come, when whatever obstacles or objections of a reasonable character now exist, that prevent parents from patronizing our Public Schools, will be removed. Let us persevere until the people with one voice shall say, "If we mean our children shall be thoroughly educated, and their character in all respects be good, we must send them to the Public Schools." \* \*

The duties of the committee have so much increased as to demand, in our opinion, an addition to its number. Besides the labors incident in general to the charge of twenty-three schools, that of making all the visits required by law, has become in this town oppressive. During the past year, your committee have made 510 visits to the schools; and this number, they believe, great as it is, still falls below the requirements of the statutes. They suggest either the appointment of a superintendent of the schools, who shall devote his whole time to their demands, and be subject to the general direction and confirmation of some five or seven other individuals, or an enlargement of the committee to nine or eleven. :

In conclusion, your committee, while they rejoice in the present condition and prospects of the schools, and believe that, as literary institutions, they are doing much to elevate and perfect our system of education, would recommend an increased attention, both on the part of parents and teachers, to their moral improvement. Time should be allowed a teacher to do all he desires in this respect, no complaint being made because a class does not read or spell its usual lesson, when a case of misdemeanor comes up. Let not the teacher be forced to defer all such cases till the close of the school. What better method could be devised of spending an occasional hour, than the consideration of that which is far more important to our children than mere learning,—their moral habits? The mind is pressed forward in our age by new and multiplied processes, in the schoolroom, as elsewhere. But the heart meantime is often left in neglect. Respect for parents, deference to the aged, modesty and humility, are in danger of being unknown words with the young. Can we do nothing in our Public Schools to stay this impending calamity? Shall we, as our children enter the world for themselves, part with them in peace, if, while we have trained them in all grades of schools, we have never sent them to "the school of good manners"? Can the gain of intellectual, compensate for the loss of moral, power? Will science render them

good citizens, good men and women, if unaccompanied by correct principles, generous affections, and pure habits? If not, then let the schoolroom do its part in more closely uniting what the times would put asunder.

SCHOOL COMMITTEE.—*Artemas B. Muzzey, J. W. Parker.*

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### CARLISLE.

SELECTIONS FROM REPORT. \* \* And first, in regard to the examination of teachers. The committee have required satisfactory evidence of a good moral character, as the first condition of approval. In cases where applicants have been our neighbors and townsmen, their moral character would of course be well known. In other cases, we have required credentials bearing the signatures of persons of known integrity and respectability. These, if full and satisfactory in their import, and corroborated by the personal appearance of the bearers, have been adjudged sufficient to warrant a favorable decision. No candidate during the past year, has failed to exhibit evidence upon this point, which was deemed satisfactory by the committee; nor have they reason now to suspect, that in any case they were deceived, or judged too favorably. But vigilance, active and unceasing, is the only condition of safety. Our State is infested with swarms of renegades, aspiring to the dignity of teachers, whose very breath would pollute and poison the moral atmosphere of a schoolroom, and who will most assuredly turn their steps toward those towns, which are not constantly on their guard against their introduction.

After satisfactory evidence of moral character, your committee have, as directed by the statute, next proceeded to ascertain the literary attainments of all candidates, (whose qualifications were not before well known,) and their capacity for managing and governing a school. It has been thought exceedingly difficult, if not absolutely impossible, for a committee to judge with any degree of certainty, from a personal examination, of the capacity of an individual to communicate instruction or govern a school; and that the law which requires them to be satisfied on these points, exacts a duty which cannot be fulfilled. Your committee have not till recently, questioned the correctness of this theory, and have passed by them in their examinations, without much inquiry. But they now believe that they have come short of the requirements of a reasonable duty; and that there are certain tests, which, if faithfully applied, will enable an intelligent committee to decide as correctly and with nearly as much certainty upon the capacity of an individual for governing a school properly, and imparting instruction with facility, as upon his knowledge of any branch of science. \* \*

In the endeavors to ascertain the literary qualifications of applicants, your committee have aimed to be faithful and impartial. They have, as required by law, personally examined candidates, requiring of them satisfactory evidence of a good practical, though not in all respects, perfect knowledge of the branches usually taught in our schools. They have placed little reliance upon certificates or diplomas, preferring rather to form their own opinions, than to act upon the opinions of others. Two candidates, during the year past, failed to satisfy your committee of the sufficiency of their literary attainments, and were of course rejected; and as their cases excited, for a time at least, considerable interest, they deem it an act of justice to themselves, to state some of the facts and circumstances, which influenced them in their decision. The first individual was, as he stated, a graduate of one of our colleges. After making some considerable effort, he succeeded in obtaining the offer of a school, upon the condition of procuring a certificate of approval, before commencing his labors. Contrary to this stipulation he opened his school, and it was not until his attention was repeatedly called to the subject by the prudential committee, that he presented himself before the committee, to go through what he affected to believe, and speak of, as a mere formal ceremony. A very short examination was sufficient to produce full conviction on the minds of the committee that the college graduate was lamentably destitute of the necessary literary qualifications. Upon this point there was left no shadow of doubt. He failed in the simplest propositions in grammar, and a question in arithmetic, the

solution of which would have been but pastime to some of our school boys, proved an even match for his knowledge of this science. Indeed, after finding that his examination was likely to prove something more than a mere, formal ceremony he confessed his inability to teach English grammar, and that some preparation in arithmetic might be necessary and useful to him; and he preferred a request, that instruction in one of the branches might be suspended in his school, until he could qualify himself to teach it. This very modest and reasonable request the committee, of course, refused to grant;—believing that it would be an unjustifiable dereliction of duty to give their consent that an individual, even if he had commenced a school, should continue at the head of it, who from a personal examination and his own confession, had furnished conclusive evidence of unfitness for the station. The other individual rejected by the committee was a very young gentleman, from a neighboring city. He presented a certificate from the principal of a literary institution which he had attended, expressing an opinion favorable to his literary qualifications. But his documentary evidence was fully rebutted by the evidence derived from his examination. He was a tolerable reader, but his almost total ignorance of English grammar, and his very limited knowledge of arithmetic were sufficient to convince the committee beyond all doubt, that he was totally unfit to take charge of a school. We ask now in view of these facts, whether the action of the committee in rejecting these applicants was wrong; so palpably unjustifiable, as to palliate, or excuse the imputation of unworthy motives, or threats of annihilating their proper control in the affairs of a school? On the contrary, would not an opposite course have justly subjected them to the charge of being false to their convictions of duty, false to their trust, and false to the best interests of education?

A faithful and thorough examination of teachers is a matter of deep interest to the welfare of our schools. Your committee would therefore, before dismissing this part of their report, advise their fellow-citizens, to sustain their future board in performing this duty with rigid exactness. The experience of the last three years has convinced your present board, that the well educated, are not the only aspirants to the dignity and station of teachers. Individuals have more than once presented themselves for approval, whose literary attainments would place them below a medium rank among the scholars of our schools. And in some instances, when appealed to, to give their own opinions of their qualifications, they have acknowledged their deficiency; but seemed to think they were competent to instruct in the small and obscure town of Carlisle. This confession reveals the true cause which has operated in the rejection of so many candidates, within a few past years. Persons of superficial qualifications, despairing of finding employment in more populous places, where schools might be supposed to sustain a higher rank, have selected this town as the best market for their worthless service. But some of them, at least, have found that even here, their commodity was not in demand, and have turned their attention to pursuits better adapted to their capacities, or palmed their services upon towns where the interests of education were less carefully guarded. Let the custom of rigid examination be strictly adhered to, for a few years, and our town will cease to be the rendezvous of such upstarts, and none, or few, but persons of good qualifications, will apply for our schools; and the superintending committees will be spared the labor of examining, and the disagreeable necessity of rejecting one-half or three-fourths of the number of applicants. \* \*

Your committee would again throw out the suggestion contained in their last report, that the districts should choose their prudential committees in the spring. One district we are pleased to hear has adopted this practice; and it is hoped others will soon follow its example. The advantages which will be derived from choosing these agents early in the season are obvious, and need not be dwelt upon. It is sufficient to say that it will afford time for the selection of good teachers, and obviate the necessity which prudential committees are sometimes under of taking the first that offers his services. Another suggestion which your committee would beg leave to offer, is, that public meetings of the inhabitants of the several districts should be holden, at the commencement of each term of the schools, and at such other times as might be deemed proper, for the purpose of hearing addresses from the superintending committee, selections from the Ab-

tracts of the School Returns of the State, and the reports of the Secretary of the Board of Education; and likewise for full and free discussions upon the various topics connected with the interests of the schools. There can be little doubt that much good would result from such efforts. Much useful information would be disseminated, a spirit of inquiry awakened, and a new interest in the affairs of schools manifested. \* \*

We commend the suggestion to the reflection of our fellow-townsmen, believing that to the district which first adopts it will belong the honor of introducing a new and better era in the history of our schools.

Your committee come now to speak briefly of the state and condition of the schools; and they take the liberty here to observe, that, though their private feelings would prompt them to say nothing which might be construed into reproach or censure of any teacher or district, they cannot resist the higher convictions of duty to express their opinions honestly and fearlessly,—to state facts and circumstances as they have presented themselves, without concealment or palliation. \* \*

\* \* The improvement of this school was uniform and respectable. The order and discipline were not quite satisfactory. Some of the scholars, it is feared, were disposed to take advantage of the teacher's disposition to govern by mildness and persuasion. The committee are no advocates for the use of harsh and tyrannical measures in school, and they would most certainly give a preference to that teacher who should succeed in maintaining proper order and discipline, with the least resort to corporal punishment. But good order is indispensable to the welfare of a school, and must be maintained; and it is hardly to be expected that, in this age of relaxed parental discipline, many teachers will succeed in this by a proclamation that in no case would the rod fall upon the refractory and disobedient. \* \*

\* \* The teacher appeared willing and anxious to afford every facility in his power for a thorough examination. The scholars were animated and performed their several parts in the exercises of the occasion, with spirit and promptness. Reading, spelling and defining were evidently taught with care and success, and the recitations in geography, history, philosophy, astronomy and mental arithmetic were unusually prompt and accurate. The teacher appeared not to measure his obligations to his school by the rule of six hours a day, but devoted many evenings to the instruction of his pupils in writing and other branches; and the numerous writing-books exhibited proved that this extra service was by no means useless. At the close of the examination the committee and the numerous visitors had the pleasure of joining in a festival, prepared in the schoolroom by the scholars. An hour was thus agreeably and not unprofitably spent. This is entirely a novel feature in the history of our examinations; and we are not prepared to say but that good might result from a prevalence of the practice. \* \*

\* \* This teacher reported the names of five or six scholars who absented themselves from school, on the day of examination. It is perhaps but just and proper that these names should be made public, for the purpose of showing who, upon a frivolous pretence or without any reason at all, could inflict an injury upon the character of their school and insult the feelings of a faithful teacher by detaining or permitting their children to be absent upon such an occasion. But as there is little danger that an example so pernicious to the best interests of our schools will be followed by any who properly appreciate the blessings that flow from them, the committee leave them without further notice.

Your committee have now briefly passed in review the condition of the several schools in town. As a whole, they would compare favorably and perhaps rank higher than the schools of former years. We have been favored with the services of competent, faithful, and, for the most part, experienced teachers,—and no events of importance have occurred to disturb the harmony of schools or districts. Where parental sympathy and coöperation have been most strongly manifested, and where, of course, teachers have felt interested and scholars animated, there, as always will be the case, has been the most improvement in schools. But the committee regret to say, that this influence has scarcely been perceptible, except in one or two districts. Parents have sent their children to school and permitted them to remain there, month after month, without once entering the schoolroom to confer with the teacher, or inquire into their progress. Seldom have the committee had the pleasure of meeting a parent, on the day of examination. In some few in-



stances the reverse of this has been true, and those who have thus made an exception to a general rule are richly deserving the thanks of all the friends of Common Schools for their good example. But are our schools what they ought to be? The design of our Common School system is to furnish to all, the rudiments of a good English education,—to impart such a knowledge of certain branches as is indispensably necessary to the proper discharge of the duties of intelligent and useful citizens. Is such the result of the operation of the system among us? Can our young gentlemen and ladies, who have just left, or are about leaving, our schools, without exception, read well, write neatly, and spell correctly,—and have they such a knowledge of grammar, arithmetic and geography, as will enable them to fulfil properly the duties which may be devolved upon them, at their age of maturity? Daily observation decidedly negatives the inquiry, and confirms the direct reverse. There are indeed a *few*, who would not shrink from the post of duty which would put in requisition a considerable amount of knowledge of these branches. Many would as readily undertake, and would be about as likely to succeed in, a journey to the North Pole, as they would to succeed in assessing an equitable tax, or in preparing and presenting their views upon any subject publicly to their fellow-citizens, at half the length of this report. The committee wish to cast no unjust reflections. We are probably as well off in this respect as other towns. But we state facts to show that our Common Schools have not as yet fulfilled their proper office. So long as individuals, of common capacity for improvement, leave our schools unprepared and unqualified to sustain the various relations and stations which, as citizens of a free republic, they may be called upon to assume, so long are they defective and fail in their design. And that such is the fact no one will for a moment doubt. And where, we ask, is the defect? It may be answered that our schools are too short to enable scholars to make so extensive acquisitions. The committee are disposed to doubt the propriety or justice of attributing the failure to this cause. Our schools are now kept more than half of the time, and we think afford ample opportunity for any child of common capacity who attends them, from four to sixteen years of age, to acquire all that is necessary to enable him to perform his part in the common concerns of life with honor and usefulness. Again, it may be said that our teachers are unfaithful, unskilful, or incompetent. That school teachers generally fall short, in many respects, of perfection, or even of what they should be, we shall not presume to deny; but that they are justly chargeable with the low state of literary attainments in the great majority of the community, is at least questionable. As a body, have they not been distinguished for faithfulness and integrity; and if high literary qualifications have not always been exhibited, may it not be attributed to the fact that the community has not demanded or encouraged them? Again, it may be asserted, and it often is, that there are but few children in the community whose minds are susceptible of such a degree of improvement as will enable them to assume the high places of society. But to an assertion so derogatory to human nature and our race, we cannot for a moment assent. That there are some minds incapable of a high degree of improvement, is undoubtedly true; but that the number of such is small, is as true. The different degrees of mental improvement so often manifested, are the effect of will rather than of ability,—of a neglect of the use of proper means rather than a failure of the means.

To some other cause then, rather than to those already stated, must be attributed the want of those qualifications in our rising population so essential to the welfare and honor of our town,—and your committee would proceed to state what in their opinion it is. They believe it to be a want of parental interest;—a public indifference to the subject of Common School education. Children are creatures of influence,—their minds, their manners, their inclinations and dispositions, are formed and directed by the course of public sentiment and the opinions of their parents. What others do they will do; what others say they will say; what others value they will value and strive to acquire; and what others treat with indifference, they will not be interested in. Now we ask, whether public sentiment among us, upon the subject of schools, is such as to exert a favorable influence upon the rising generation? Do children witness that manifestation of interest on the part of their parents which would lead them to place a just estimate upon the schools, and feel zealous to improve all their advantages? Have parents vis-

ited the schools as they ought, or have they not rather, by their declarations and examples, led their children to infer the existence of total indifference to the whole subject? Let the reports of schools answer. Have parents been careful to see to it that their scholars have been constant and punctual in their attendance at school? We appeal to the registers, and the complaints of teachers. The first of these show the justly alarming fact that nearly one third of our scholars have been absent every day during the past year, and the latter prove the loss of an indefinite though large portion (in some districts, in the opinion of the teacher, one fourth,) of the time, by tardiness and leaving school before its close. Do not these facts go to prove conclusively the prevalence of wide-spread and justly culpable neglect and apathy to the concerns and interests of education? But our limits will not allow us to pursue the subject. We leave it to the reflection of parents and the public.

No one can justly claim exemption from the obligation of feeling and acting upon the subject of Common School education. All have a deep interest in the welfare of the rising generation. They will soon fill the places of those now on the active stage of life, and wield the destinies of our common country. Prepared or unprepared, society must receive them to its bosom, and enjoy the blessings or suffer the evils they may inflict upon it. How then can any one reflect upon the subject of education without being impressed with a deep sense of its importance to the welfare, the destinies, the hopes of our nation? If ever our rising republic shall realize the sanguine hopes of the Christian, the philanthropist, the patriot, it will accomplish it by the universal spread of virtue and intelligence. If it sink in obscurity and crumble in ruins, it will be through the prevalence of vice and the prostration of the temples of science.

SCHOOL COMMITTEE.—*B. F. Heald, Calvin Heald, Benj. P. Hutchins.*

## CHARLESTOWN.

SELECTIONS FROM [PRINTED] REPORT. \* \* The general principles upon which these schools should be conducted, were dwelt upon so much at length in the two last annual reports, that it seems inexpedient again to go into this subject. The opinions there expressed have been fortified by another year's experience, and by the sanction of many engaged in the cause of education. It only remains, as far as possible, to carry them out. Our schools may be as good as those around us; but nothing can be gained by holding them up as faultless, or making of them so many idols. They will be in danger, when they come to be regarded as too good for improvement or too sacred for innovation. The step already attained should be looked upon only as a step towards that which may be attained;—that is, a truer development of mind, a higher moral cultivation, and better physical instruction,—a more efficient preparation for the duties of life. A noble resting-place! but there is no royal road to it. It must be reached only through years of struggle with opposing difficulties. But increased skill in the profession of teaching, increased interest in the cause of education, increased means to promote its usefulness, will in good time raise our schools higher and yet higher in standing. \* \*

And to attain this end, let it be borne in mind, that qualified teachers are indispensable. Over-lay schools with well-devised plans and minute regulations as we may; let discipline be as strict as that of a corps of marines; let committees have the keen-eyed vigilance of an Argus; let books be multiplied without number;—still *it is the teacher that makes the school*. To be worth any thing, he must not be a cast-off from other professions, nor a mere tool to be worked by others. In many respects he must be a law unto himself. He must have a mind original, active, penetrating, studious, and bent upon the task before it. His soul must be in his work; his intellect ever contriving how to awaken reflection in those under his charge. Thus will he be able to stamp himself upon his pupils. Such teachers are invaluable. They cannot be retained without fair compensation, nor qualified without long preparation. This is sometimes overlooked. Those who would laugh to scorn the idea that any body can build a ship, seem to hold to the opinion that

any body, knowing something of reading, writing, and arithmetic, is competent to develop, stimulate and govern two or three hundred minds! A little reflection and knowledge of schools only are necessary to show how unsound such an opinion is. These will demonstrate that teaching is as much a science as ship-building. Bungling schoolmasters are as destructive to mental life, as bungling ship-builders are to physical life. Of all places, let the schoolroom be the last place where the blind are set to lead the blind. \* \*

With these remarks, the board surrender their responsible charge into the hands of the town. In performing its duties, they have not considered education as a boon granted by the favored to the unfortunate, but as the solemn obligation society owes to the individual,—as a right the individual can demand of society. Had they studied economy at the expense of progress, they would have done injustice to their view of the importance of their duties and also to the public expectation. The means placed so amply at their disposal have been used with a careful regard to the permanent interests of the town. The bills, it is true, have been large; the board present as vouchers, the condition of our schoolhouses and schools. \* \* To meet the public wants, our Public Schools *must be good*. Their prosperity throughout the whole land must rejoice the heart of the philanthropist, the patriot and the Christian. They occupy the fairest niche in our political temple. They foster a healthy public spirit. They nurture the great doctrine of human brotherhood. Let them decline, and this glory of the fathers will become the shame of the children. Let them multiply in number and increase in vigor, and daily will our country renew its youth. On their basis rises popular intelligence; and popular intelligence is the deep under-current that is to bear along the ark of constitutional freedom, and show to other nations that here the friends of humanity have solved the great problem of uniting *liberty with law*.

SCHOOL COMMITTEE.—*Richard Frothingham, Jr., Frederick Robinson, Philander Ames, John Sanborn, Charles Foster, George W. Tyler, E. P. Mackintire.*

## CHELMSFORD.

SELECTIONS FROM REPORT. \* \* And we [the committee] here suggest that the practice, on the part of teachers, of applying for schools almost as soon as the prudential committee is chosen, is not good. It is believed that particular persons are sometimes chosen as the committee to accommodate the applicant; and thus not unfrequently, are teachers engaged who are not adapted to the schools. Time and judgment in the selection of teachers we deem highly important.

In one school, in particular, we discovered a deportment with which we were much pleased. The school to which we refer had a very comfortable house, so situated and constructed as to hide the passers-by from the view of its inmates; and, in addition to this, the school was furnished with an extra good teacher. We believe the circumstances just mentioned are indispensable to the securing good order in school. We do not believe any man can preserve order and secure attention to study in a school of half a hundred scholars, in a house with low windows, and located so near a much-travelled road that a single step will measure the distance from the one to the other. \* \*

In the opinion of your committee, music, so far as is practicable, should be taught in the schools. We have witnessed with pleasure the interest taken in it by the scholars where it has been introduced. However much satisfaction the scholars have seemed to take in their exhibitions of scholarship, none appeared so much to delight them as their singing. It has been found that the scholars, if possible, will be present at the time of singing; so that if the first lesson, morning and noon, be singing, it is believed none will play truant on the way, nor unnecessarily be absent. So delighted do children appear in carrying through a chorus, that they will leave all their other amusements for that. And we deem it of vast importance that the amusements of children should be of a character to improve their minds and hearts, as it is the tendency of music to do, and not such as tend to injure both. And let no parent say, because his children have never manifested an interest in music, that they would not become interested if seasonably

taught. The belief which has formerly prevailed that none can become singers but such as have what is called a natural taste for music, is no longer entertained. It is well established that all, if instructed early, may learn to sing. And if what has been considered a natural defect, can, by early and persevering industry, be overcome, let parents be encouraged to attend to the cultivation of the minds of their children, not only in the department of music, but in all those branches of learning which comprise and complete an education.

SCHOOL COMMITTEE.—*John Parkhurst, B. F. Clark, Samuel Parker.*

### CONCORD.

SELECTIONS FROM [PRINTED] REPORT. \* \* Your committee have observed in some instances a true enthusiasm in the employment of teaching. They mention this to commend it. It is the basis of success wherever it is found. And it suggests a very common deficiency in our teachers. They teach for an ulterior object. And although they have some ambition to do well, it is not founded upon that enthusiastic interest in their business which is so pleasant to behold. \* \*

It will be noticed that some of the schools did not appear well. Disorderly scholars caused trouble. \* \* In one of the districts, the past winter, there were some turbulent boys who obviously considered learning but a secondary object, to say no more. The teacher finding them incorrigible, excluded them from school. This answered an admirable purpose. True, it might not have answered, —for if several members of the district, or even one, had taken offence at this exercise of the teacher's prerogative, it might have caused much trouble. If other boys were inclined to be troublesome, they would have been emboldened greatly by the existence of a party in the district. And the teacher might have been made uncomfortable in the loss of what he both needs and has a right to expect, the sympathy of all who employ him. In another district, the past winter, some of the boys were turbulent, and the teacher, being less energetic than the other, did not exclude them, but became himself discouraged even to the point of surrendering his post. But the parents in the district, with commendable energy, immediately rallied and unitedly excluded the boys from school, and pledged expressly their support to countenance the teacher. After this the school did quite well.

From the above cases the committee think an important practical rule may be drawn. The teacher of a school needs the countenance of his employers in every reasonable proceeding, and unreasonable ones the general committee have it in charge to look after. He has indeed a right to presume on this countenance and sympathy. But the influence of our institutions is to make all officers, teachers among others, very cautious in presuming upon support in extreme cases; and to make the people very jealous of those who presume too much. Here is the difficulty. Now it is conceived that if the districts would expressly authorize their prudential committee to assure the teacher of their favor, in remedying any evils which troublesome scholars may cause the school, oftentimes a whole winter's schooling might be saved. The committee are aware that the elements of this rule already exist. All they want is expression.

If any trouble threatens from the scholars, let there be prompt action on the part of the teacher, and if the district sustain him, the good effect will be felt during the term. And there will be prompt action on the part of the teacher, if he knows beforehand that the district will sustain him.

One peculiar advantage of such a course will be this, viz: individuals who are occasionally found in a district difficult to be suited, and influenced by opinions which seriously trench upon the independence of the teacher, will be pledged to a certain course, and in the occurrence of a difficulty will necessarily be silent. \* \*

SCHOOL COMMITTEE.—*James Means, E. R. Hoar, Nehemiah Ball.*

## DRACUT.

**SELECTIONS FROM REPORT.** \* \* It has been rather a common practice, where the scholars have become too numerous for the schools, to divide the districts, so as to have two small, short schools, instead of a large and long one. Such a course, it is said, has already been suggested in No. 6. This is believed to be bad policy;—your committee are decidedly of opinion, that division of districts should be wholly out of the question, except where they are so large in territory as absolutely to require it. Such is not the case with the districts in question; in this respect, they are not large. What measures then should be adopted? The answer is,—such as the law directs. That is to say, provide additional schoolrooms, and employ assistant teachers. Such rooms would be less expensive than entire new houses, which must be built in case of division of the districts. The rooms and teachers being provided, each school might be divided into two departments,—one comprising the larger, the other the smaller scholars. Such a separation of the scholars would be attended with important advantages, some of which may be mentioned. The teachers could give their whole attention, not only to fewer scholars, but to a less number of studies and lessons, and thus render their instructions and explanations more full and thorough. The smaller department might be under the charge of a female teacher, in winter as well as in summer; and though decidedly better fitted, by nature and by habit, for the care and instruction of small scholars, than a male, yet her services would come at a comparatively small expense. \* \* Besides, the smaller scholars, as they progressed in their studies, would, from time to time, be advanced to the larger department; and the very idea of this advancement would act upon their minds as a powerful motive to exertion. Entertaining this view of the subject, your committee cherish the hope that the large districts, instead of pursuing the old practice of division, will show their respect for the law, and a judicious regard for their educational interests, by adopting the plan proposed. \* \*

Our schools want better discipline. This is an old story, but it is more true than old, and should be told, emphatically told, till better order reigns in our schoolrooms. In several of the schools, good order has been maintained; in many it has been deficient. By order or discipline in school, is meant regular uniform government, and judicious arrangement in all its studies, exercises and operations, with an entire exemption from all unnecessary noise. Order is a presage of improvement. On entering a school in which this principle prevails, we are cheered with the anticipation of a happy result from its labors, and are rarely disappointed. The scholars have an opportunity to pursue their studies without interruption.

But in a noisy, disorderly school, who is so unreasonable as to expect improvement? If there are scholars who would prosecute their studies with all proper diligence, they, by constant noise and interruption, either become discouraged and abandon the pursuit; or, with their best efforts, are prevented from making any considerable proficiency.

Among the various elements of disorder, there is none more fraught with mischief, more insidious in its advances, more generally prevalent, and more difficult to suppress, than the practice of whispering. It may be thought that too much stress is laid on this practice, as some probably have the idea that mere whispering in school is a matter of little consequence; and many parents might think their children were abused, should they receive any considerable correction for so trivial an offence. But your committee have formed their opinion from careful observation, and feel confident of its correctness. They have never known a school to make good improvement, where this practice was tolerated. No scholar can pursue his studies to any advantage, with a continual buzzing in his ears. No sound is more disagreeable and bewildering; and a schoolroom, in which the hum of whispering is constantly heard, is not much more favorable to study than the interior of a cotton mill, in full operation. But the mere noise of whispering, bad as it is, is far from being the only evil with which it is attended. It always introduces a train of other evils, being itself the very medium through which they are readily propagated and extended. "Evil communications corrupt good manners"; and in no place are such communications more likely to be made, than in a whispering school. It may be considered a sort of nursery of mischief. Schol-

ars are ready to say, in a whisper, what they would be afraid or ashamed to speak aloud. Through this practice, every idle, impure, or mischievous thought, originating with a single scholar, is easily propagated till it becomes common throughout the school; schemes of sport, of mischief and insubordination, are concerted, matured, and carried into effect, which otherwise would never have had birth;—and, in the habitual interchange of thought thus carried on among the scholars, they find sufficient employment, without having much to do with their books. Abolish it, then; and, as their minds must needs have engagement, they will naturally turn their attention to their books, from which they will not fail to derive profitable instruction. There is certainly no excuse for the practice, as the proper business of scholars is not with each other, but with their books and their teachers. Let all whispering be entirely suppressed in our schools, and you dry up the most prolific source of disturbance and insubordination, and make one grand stride towards improvement.

But to reform every disorderly practice in our schools, and establish and preserve good discipline, is no light task; and the question is, how or by whom it shall be done? The work requires the combined efforts of different agents; but of these, the teachers must be the principal ones. Whatever a teacher's other qualifications may be, unless he has skill in governing his school, order cannot be maintained. Other agents cannot supply his deficiency. A capacity for governing is one of the highest qualifications of a teacher, and there is no one, perhaps, which is oftener found wanting. This is not strange; for persons frequently offer themselves as teachers, and are sometimes employed, who never thought of studying the art of governing;—never read a word upon the subject,—never even reflected upon it, with a view to fit themselves for the task,—who, in fact, never learned to govern themselves; and were they pupils instead of teachers, would need the eye of a master to keep them in order. But such persons will not answer our purpose. We want teachers of a different stamp,—teachers who, in addition to the requisite natural gifts, and the other necessary qualifications, have a good knowledge of the most approved modes of school government,—who have weight and dignity of character,—who, with mild, gentle, conciliating manners, unite much firmness of purpose,—who, having prescribed judicious rules for their schools, will unwaveringly adhere to them,—who, though kind and affectionate towards their pupils, are yet decided and inflexible in maintaining their own authority,—who have a good knowledge of human nature, and sound common sense,—who, in short, know how to make their pupils love them and fear them.

Such teachers, well seconded in their efforts by faithful and efficient committees, and by the parents and guardians of the scholars, could not fail to secure good order and discipline to our schools. But unless the teachers have the coöperation of parents, or at least their acquiescence, their best efforts must be frustrated. The opposition of parents they cannot withstand;—to govern both children and parents is a task beyond their powers; especially as the parents, in some instances, have never been governed but by their children. If parents have the welfare of our schools at heart, let them take heed that they do nothing which may injuriously affect the authority and influence of the teachers. If from their children, or from any other source, they hear reports unfavorable to their teachers, let them, on no account, make a remark or express an opinion to their prejudice, till they have fully ascertained whether such reports are well or ill founded. When children complain to their parents, of punishment or ill treatment from their teacher, let them not take the part of the children, and pass sentence against the teacher unheard. Such a decision, upon the *ex parte* testimony of the children in their own case, is great injustice to the teacher, and a most serious injury to the children. The teacher is robbed of the respect due him from the children, and his influence with them destroyed; while they are virtually sent back to school with a charter for disobedience. If the teacher is still able to govern his school, it must be by main force; while the scholars, yielding obedience only from fear, will of course make no effort for improvement. Instead of taking this unjust and pernicious course, let parents, in such cases, see and confer with the teacher, and they will be satisfied, in most instances, that the teacher is right and their children are wrong. If in any case, however, the conduct of the teacher is believed to be wrong, the matter should be investigated in a proper way, and by

proper persons ; and if he is found wanting, such advice should be given him as the case seems to require ; if he still continue wrong, and prove to be unworthy of his station, he should at once be dismissed. But while he remains at the head of the school, his authority should be scrupulously sustained. Parents are probably not aware how much they sometimes injure a teacher, by dropping a censorious or disparaging remark respecting him in the hearing of their children. It degrades him in their estimation, and tends directly to disarm him of his authority and influence. They should on all occasions, then, speak of him and treat him with much consideration and regard, as one who holds a high and responsible situation, and stands in a most interesting relation to their children ; and at the same time should impress on their minds a profound respect for their teacher, and the duty of implicit obedience to his orders. \* \*

The apt teacher makes every thing plain to his pupils as they go along. By the use of black-boards, and other means, he fully illustrates whatever is not understood in their lessons. He never tasks them severely with lessons to be rehearsed, but not to be understood. If they meet with difficulty in the solution of questions, he readily sees the point at which they stick, and so adroitly helps them by it, that they almost think they have found out the right way themselves. He pays his pupils for their labors, in knowledge,—not the signs and sounds of knowledge, but the reality ;—not the shadow, but the substance. Whatever they do, is thoroughly done ; every link in the chain of their studies is well wrought and welded. As the human mind naturally loves knowledge, the pleasure derived by the pupils from the instructions of such a teacher, cannot but stimulate them to more or less exertion. But as he understands their tempers and dispositions, he knows how to hold out to them other and more powerful motives, than the love of knowledge, to call forth their efforts. Few teachers, however, possess the talent of easily and readily conveying their thoughts and instructions home to the minds of their pupils, and fixing them there with clearness and distinctness. Teachers of this description, could we be fortunate enough to obtain them, would do much towards effecting the work under consideration. \* \*

If parents show more interest in the rearing of a calf or a colt, than in the education of their children, it is pretty certain that the children will be indifferent or averse to their studies. Their indifference is but the reflection of that which is manifested by their parents. The efforts of teachers and committees must fail. The duty of parents then is plain. They must convince their children that their education is the most important of all concerns, and the one in which they feel the deepest interest. They must frequently and earnestly inquire about their studies,—what progress they make, praise them when they do well, and reprove them for every delinquency. They must teach them that knowledge is among the most valuable of earthly possessions, and one of the highest objects of human pursuit ; that it tends to confer, on its possessors, wealth, respectability, honor, power, and happiness ;—that “ they have a price put into their hands to get ” this knowledge, and that this price is labor, study,—patient, enduring study. They must impress upon their minds the fact, that nothing of high value in this life is attainable, without persevering and toilsome exertion ; and present to them all the motives of duty, of affection, and of reputation, to rouse them to such exertion. They should admonish them of the shame, disgrace, and mortification, that await them, if they neglect the great privileges they possess. \* \*

We all, doubtless, wish to leave the world as good as we find it, and as much better as we can. With this view, we should attend with much solicitude to the cause of education. Just in proportion as we promote or neglect this cause, the next generation will rise or fall in the scale of improvement. It is education that makes men and nations what they are. It is the cause on which all other causes depend. The cause of freedom, which fired the hearts and souls of our fathers, and which should be forever cherished by their sons, depends upon it ; for it is quite certain that an uneducated people cannot long be free. But we have already gone far beyond the limits proposed in this report ; and will therefore only add, in conclusion, that if the desire of our hearts is, that our children be intelligent, virtuous, and happy ; that they stand erect in the majesty of intellectual and moral strength, displaying the dignity of human nature ; that, on making their entrance upon the great stage of human action, they “ act well their

part" in all the various relations of life; that they contribute their full share to the great work of meliorating the condition of their fellow-creatures; that, in fine, they fulfil the great ends of their creation, as rational beings, made in the image of God, and destined to immortality,—let us carefully and prayerfully attend to their education;—and as the sure and efficient means of securing to them one great and invaluable branch of education,—let us sustain and cherish, look after and watch over, our Common Schools.

SCHOOL COMMITTEE.—*Israel Hildreth, Joseph Merrill.*

### DUNSTABLE.

SELECTIONS FROM REPORT. \* \* The provision of the law for supplying teachers with a register, where the attendance or absence of each scholar can be noticed, is, we think, very important, inasmuch as it assists in showing us the condition of our schools. From the registers we learn what part of the money raised for the support of Common Schools, is actually thrown away, for the want of a general attendance at school. We could have scarcely believed it, if we had not the fact before our eyes, that so many scholars between the age of four and sixteen should neglect the privileges afforded them for improvement. \* \*

Place a youth of active mind under some teachers, and he is so full of his roguish tricks, that he is scarcely allowed a place in the schoolroom; but place the same scholar under the instruction of one, who understands how to interest him in his studies, and there will be no trouble with him. Children at school will do something, and if they are not taught how to learn,—they will learn how to play.

We hope that the friends of education will lend their aid in removing the difficulty so often complained of,—the *want of order* and the *want of improvement*, by employing teachers who are every way qualified for the arduous and important, and often thankless, business of teaching.

We believe that if committees of schools will but avail themselves of the information contained in the published School Reports of the State, and can have the cooperation of parents, the time will not be far distant, when no one will present himself as a teacher, without suitable qualifications and feelings of responsibility, in becoming an instructor of youth. \* \*

Your committee highly approve of the general practice of making use of the New Testament as a reading book; for it is, we believe, from the Bible, that we derive the only correct principles in morals and piety.

We highly approve also the introduction of vocal music into the schools. It has been done, we believe, to the great satisfaction and benefit of the scholars. No one probably will ever think of objecting to the introduction of this beautiful exercise where the teacher is able, and willing to teach it, without additional expense. The method of teaching arithmetic by classes, on black-boards, we believe to be a great improvement. \* \*

We are fully of the opinion that the very best teachers are invariably the cheapest. We may select a teacher because he may teach cheaply, but it is poor economy to barter the improvement of our children and waste time, talent and money, for the sake of saving a few shillings in a teacher's wages. \* \*

SCHOOL COMMITTEE.—*Levi Brigham, Chiles Kendall, Thomas Parker, 2d.*

### FRAMINGHAM.

SELECTIONS FROM REPORT. \* \* Your committee cannot but express their belief that the greatest want of our schools is, that of competent, faithful teachers; such as know their duty, and have the requisite energy and enthusiasm to perform it. Many have sufficient talents for the business, if those talents were properly directed and cultivated.

To be a good teacher of Common Schools at this day, it is necessary to have a



thorough knowledge of the common English branches, at least; and also a knowledge of the best modes of teaching and governing; and this preparation is not to be acquired at random, or while engaged in other pursuits; it does not come to any one without application, any more than the trade of the mechanic, or the skill of the artisan. And the work of training the intellects, the affections and moral dispositions of our youth, is of too delicate and responsible a nature, to be committed to incompetent hands. The evils of bad teaching are as much more deplorable than the evils of bad workmanship in other pursuits, as intelligence and virtue are of more worth than improved machinery, or any material fabrics. \* \*

The demand for better teachers has become general in our Commonwealth, and, as was to have been expected, the supply is doubtless increasing. In this, as in every other part of our school system, improvement is regularly going forward. But we look for still greater improvement through the agency of the Normal Schools, or schools for the especial education of teachers, whose establishment we hail with great joy.

They must soon introduce a new era, by giving dignity to the teacher's calling, by bringing into the work, minds that are well disciplined and trained, thus removing the necessity for employing incompetent or superficial persons. The recent legislative provision for the support of three Normal Schools for three years to come, we believe, will prove of wide and far-reaching benefit to our schools, and to all the true interests of the Commonwealth. By raising the standard of the teacher's qualifications, by making good teachers more common, by throwing light along their pathway, by diffusing among all the experience and improved methods of all, and by demonstrating how good an education may be given at the Common School, when it shall be perfected as a system,—by all these means the Normal Schools will act upon the Public Schools, and through them upon the moral and social condition of the people at large, with the happiest results. We would therefore commend the Normal Schools to the warm sympathies of an enlightened and generous public. \* \*

SCHOOL COMMITTEE.—*Charles Train, Jos. O. Skinner.*

## GROTON.

SELECTIONS FROM [PRINTED] REPORT.—The law of our State makes it the duty of the school committee, annually, to submit a statement of the condition of our district schools, accompanied with such remarks and suggestions as they may deem proper. We consider this a wholesome provision, and fully recognize the wisdom of the statute. By means of such a report, well and faithfully prepared by a committee deeply interested in the cause of education, the inhabitants of the town are informed of the state of their schools, and their attention is called to their existing defects, and to the best method for their improvement.

It is obvious that this plan is one of the most effectual means for the improvement of Common Schools that could be devised. If, in addition to this plan, all the *teachers* should be required to present to the school committee, at the close of every *term*, a detailed report of their schools, the plan would be nearly perfected; then we should have the suggestions of those on whom the practical part of the improvement must ever depend. \* \*

There are a few persons, however, and we rejoice that their number is small, who seem to think, because their schools are *small* and *backward*, that almost any Miss of sixteen, however limited her qualifications may be, will do for them. This is not as it should be. If your school is backward, so much the more need is there of a thorough, well-qualified, active and industrious teacher, to raise the ambition of the scholars, and inspire them with a *love* for books, and *then* they will delight to study, and, consequently, will make a rapid advance in knowledge. \* \*

The difficulties and complaints, arising in districts Nos. 6 and 10, may be attributed to their teachers' being young and inexperienced, and almost wholly unacquainted with common country schools,—they knew not how to begin nor how to proceed,—consequently, there was but little order or regularity about the school. In one of the schools, the *spelling book*, which is almost an indispensable requisite

to every school, was almost wholly excluded,—*confusion* took the place of *order*, and a spirit of insubordination was generated in the school, until it was found necessary to expel two or three scholars, and finally the teacher himself was dismissed. Your committee would say, that, while we sometimes receive some of the *best* teachers from *colleges*, yet we as *often* receive some of the *worst*. The defect, in most instances, does not consist so much in a want of literary attainments as in a want of application to the best interests of the school. Their minds are absorbed with other pursuits. In the cases above alluded to, the teachers appeared to have their attention engaged in amusements,—such as fishing, hunting, skating, &c. \* \*

Your committee have observed, in two or three schoolhouses, that the seats and benches have been very much injured and defaced by the scholars. It appeared that the scholars had much more assiduously employed their *knives* than they had their *pencils, slates and books*. We would call upon all parents and friends, teachers and our successors in office, to suppress such a disgraceful and injurious practice; for our schoolhouses, many of them nearly new, are now convenient, comfortable and well ventilated, and to have them cut and hewed to pieces by those whom they were intended to benefit, is indeed disgraceful.

Again, as a further means of increasing the usefulness of your schools, and your interest in them, we would urge the plan of having the teachers give to their several school districts a *detailed report* of the state of their schools,—their wants, and such suggestions as they may think proper. By such a report, the parents and friends would become better acquainted with their schools, and much more interested in them. Two such reports ought to be had in every school during every term,—one at the commencement, and one at the close. \* \*

We would call your attention to the subject of Union Schools. For instance, Nos. 3, 5 and 14, might unite and form a separate school, which might be kept during the summer and winter, or during the winter only, and should be furnished with a teacher with first-rate qualifications; and while this is in operation the district schools could be supplied with female teachers of first-rate qualifications for their place. By this arrangement, the younger scholars in the district schools would receive more direct and efficient instruction; while the older scholars in the Union School would enjoy superior advantages. Another such school might be formed by the union of districts Nos. 1, 9 and 10.

We think, that, in some of our small schools, well qualified females might be employed to good advantage in teaching the *winter* schools. It would tend to prolong them, and we think that, in most cases, they would be quite as successful as the other sex. We would not be understood as recommending them to keep a large school, or one difficult to manage,—far from it. \* \*

Let us then, as citizens, philanthropists, patriots and Christians, cherish and foster our Common Schools. In all our efforts let us commend our Common Schools, and our country, to the protection and blessing of that God who has erected on the earth a tribunal for the scourge or blessing of nations, as nations and communities, according as they shall prove obedient or disobedient to his established laws and their own well being.

SCHOOL COMMITTEE.—*Willard Torrey, Bradford Russell.*

## HOLLISTON.

SELECTIONS FROM REPORT. \* \* Your committee feel sorry to report a great want of regularity in the attendance of the scholars throughout the town. The whole number of days lost, by the absence of scholars during the year, who are said to have attended school, are 10,445. These days are equal to 30 years, 9 months and 1 day, term time, for one scholar! Your committee think they are justified in saying, that but a small part of this absence has been occasioned by sickness, or by other causes, many of which might not have been avoided. A reform, then, in this particular is loudly demanded. \* \*

The selection of prudential committees on the plan of "rotation in office," (as was sometimes been the case,) should not be practised, for the very plain reason.

that every man is not qualified for the office of prudential committee. Let this committee, as soon as chosen, commence looking about them, and spare no time nor pains to find those who have been tried, are well qualified, and approved; and when such are found, let not business nor expense deter from hiring them. In some wards, such a course has been pursued, and an improved condition in the state of these schools is very apparent. There are multitudes of "schoolmasters abroad" in the land, many of whom are wholly unfit for the high and responsible office of school teachers. The education of the rising generation is too valuable and sacred a trust to be consigned to the hands of any but *workmen* in the business. It should be entrusted only to well taught, devoted, well disciplined and good moral persons. \* \*

SCHOOL COMMITTEE.—*Thomas T. Rockwood, Wm. R. Thayer, Luther Bellows.*

## HOPKINTON.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Jefferson Pratt, Nathan A. Phipps.*

## LEXINGTON.

SELECTION FROM REPORT. \* \* We cannot fail to congratulate you on this occasion, on the great improvement within a few years, in your schoolhouses, all of which, with the exception of one, are in excellent condition; and for the remodelling of this, liberal arrangements are already made. And we would most respectfully suggest to those who this day are to be our successors, and to prudential committees, that they keep a vigilant eye, as well as instruct their teachers to do so, to preserve these neat, convenient and comfortable houses from those, almost horrid mutilations which so long disgraced the old ones. \* \*

SCHOOL COMMITTEE.—*Charles Tidd, Oliver Locke, Samuel Stetson.*

## LINCOLN.

SELECTIONS FROM REPORT. \* \* If the introduction of music has no other good effect than to relieve the monotony of school exercises, and make the school-room a pleasant resort, that is enough, more than enough, to pay the cost. \* \*

The qualifications and exertions of the teacher bear but a small proportion to the other influences that tend to the success of a school. The friends of education, generally, have an influence; they do something; the school committee ought to do much; parents must exert their controlling power. The teacher can do little more than remove obstructions from the path of progress,—it is left for the pupil to work his own passage. Without his own efforts, no teacher,—no machinery,—no power of steam can compel him,—no strength of parental love can draw him. Love does indeed do much to induce exertion in the pupil, but it must be manifested, not in the wordy prayer, "be ye warmed" with the love of science and of excellence; "be ye filled" with knowledge; "be ye clothed" with power;—but it must be shown in liberal appropriations for the necessary facilities for learning, comfortable houses, appropriate apparatus, faithful and apt teachers, and the necessary time;—and, what is of more consequence than all the rest, this love must be shown in a constant and earnest solicitude and watchfulness, as to the manner of using these facilities.

If we may judge from the increase of average attendance, and the unusually large attendance of parents upon the examinations, their interest in the schools is very much increased. \* \*

SCHOOL COMMITTEE.—*Abel Wheeler Amos Carter, Jr., Francis D. Brooks, Francis S. Bemis, Jno. Norcross.*

## LITTLETON.

SELECTIONS FROM REPORT. \* \* One evil under which schools sometimes labor, arises from the *defective education of teachers*. We do not now allude so much to defects in literary and scientific qualifications, as to a want of tact, or skill, in the management of a school. \* \*

The committee earnestly hope that this part of the preparatory education of teachers, will receive more attention from those whose business it is to qualify and send out the teachers for our Common Schools. \* \*

The committee would not throw the shield of their protection around the tyrannical teacher who abuses his pupils; but they must be allowed to say, it is an utter disregard of Christian charity, and is doing great injustice to the teacher, to condemn him unheard, and in the presence of children, because *they* say he has abused them. \* \*

Another excellence of this school was, that the pupils were not only taught that letters have sounds, but they were required to *give* the sounds, and were thus drilled on the elements of speech. This exercise the committee recommend as highly useful in securing a clear and distinct enunciation, and in breaking up that dull, uniform monotony, which too often afflicts the ear of a visitor in our Common Schools. \* \*

SCHOOL COMMITTEE.—*William W. White, James C. Bryant, Nahum Harwood.*

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## LOWELL.

SELECTIONS FROM [PRINTED] REPORT. \* \* Vocal music has been introduced into many of our schools, with great success, and without expense to the city. We find the opinion of Mr. L. Mason, on this subject, literally true. "I think experience authorizes me to say, that there are none who are incapable of being taught. In this, as in all other branches to which the scholars attend, all may make some progress, though, as in other branches, there are but few who will excel. I am fully satisfied, that a capacity for music is a universal gift of Providence, and that to find a person incapable of improvement, is as rare as to find one born deaf and dumb, or blind." \* \*

For several years, a Private School was kept, on the Merrimack corporation, in a house owned by the proprietors living in the immediate neighborhood. Within the last year or two, the reputation of the city schools has so increased, that the house was offered for sale to the city; it was purchased, and tendered to the committee, and has since been used as a city primary school. \* \*

SCHOOL COMMITTEE.—*Elisha Huntington, Robert Means, Lemuel Porter, David Wells, Elisha Fuller, Joseph Ballard, Benjamin Green, John Aiken, Seth Challis, John R. Adams, George H. Cawleton, Jefferson Bancroft, Cyril French.*

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## MALDEN.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Nathan French, Gilbert Haven, B. G. Hill.*

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## MARLBOROUGH.

SELECTION FROM REPORT. \* \* In reference to the several school districts in town, your committee would respectfully submit, that while there are two districts, Nos. 2 and 6, whose increasing population will demand the action of the town, they feel that they cannot too earnestly urge the impropriety of multiplying the number of districts, the consequences of which would be the requirement of an additional number of teachers, and the shortening of the terms of the schools,

or a call for a very considerable increase of funds to be appropriated, all which may be avoided.

Your committee have already hinted at the imperfection of our present district system. This arises, in one respect, from the largeness of the territory of the town, the sparseness of the population in many parts, and the distance which some children would have to travel, were not the districts somewhat numerous. But they believe it would be greatly for the interest of the cause of education in town, as well as a diminution of the expense of its procurement, to have the number of districts as few as the nature of the case will admit, and divide the scholars within the districts, when numerous, the larger from the smaller, and place the smaller, in winter as well as in summer, under the care of female teachers. This course, wherever practicable, both economy and utility would suggest; while the advantages derivable to both classes of scholars, must be obvious to all.

District No. 2 was, during the last winter, divided in this way; and although, after the removal of some thirty or forty scholars, the male department was still left large; yet, being disencumbered by the clog of little children, the effect has been very manifest. \* \*

SCHOOL COMMITTEE.—*Thomas J. Greenwood, W. H. Wood, Emerson Howe.*

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### MEDFORD.

SELECTION FROM REPORT. Your committee have given earnest attention to their arduous trust. The experience of every month gives them a deeper sense of the importance of frequently visiting and carefully watching over the interests of the Public Schools. Accordingly they have not been sparing of time or labor. They have held regular meetings monthly, and frequently met at other times, when the welfare of the schools called for special attention. In addition to the usual public examinations, some part of the committee have visited every school, at least once a month, generally much oftener. And from all this actual observation, they are fully satisfied that there has been a progressive improvement in the condition of the schools collectively, through the past year. A spirit of decency and order prevails. The progress of the scholars indicates great diligence in them and in their instructors. The discipline is excellent, without severity; and the method of teaching is most thorough and accurate. \* \*

SCHOOL COMMITTEE.—*C. Stetson, A. R. Baker, Daniel Bean, Jr., Hosea Ballou, 2d, James O. Curtis, Marshall Symonds, Benj. Wood.*

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### NATICK.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Samuel Hunt, John Hoyt, Alexander Coolidge.*

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### NEWTON.

SELECTION FROM REPORT. \* \* The discipline of the schools, except one or two, throughout the town, especially during the winter, has rarely been equalled, and it is believed this has been the result of a less frequent resort to the birch and ferule; the efficacy of which, too many have supposed was apparently necessary to open a communication to the mind,—whereas, it is the opinion of the committee that a convenient, well furnished house, with a teacher acquainted with his business, is a happy substitute.

It is a subject of regret, that most of the schools are destitute of maps and diagrams; the need of which the experienced teacher very much feels, while imparting instruction in geography and history. A far more lasting impression can be made through the sense of seeing than hearing.

One of the schools, having been taught several successive winters by the same teacher, has been supplied by himself. Thus his generosity has saved the district some expense, which ought to have been incurred by it.

In the house of another district may be seen a single map on its walls,—this too, was placed there by a member of the district. \* \*

SCHOOL COMMITTEE.—*Esra Nichols, Lyman Gilbert, Ebenezer Woodward.*

## PEPPERELL.

SELECTIONS FROM REPORT. \* \* There has been found, in some instances, a disposition on the part of the scholars, encouraged, it may have been, by the indiscretion of teachers, to *run ahead* too fast in the regular course of their education,—a disposition to get up into the regions of philosophy. It is a good thing to be there, when the pupil has laid the foundation deep and strong, and built up to these heights an edifice that will not easily topple; otherwise, he is like an inexperienced sailor boy, sent in a storm to trim the sky-sail. His head is confused, and it is as much as he can do to *hold on*. He ought first to have hardened his limbs and braced his courage, by meeting the storm upon the deck, or in some of the lower rigging. \* \*

In closing this report, your committee are happy to record their impression of a growing interest, felt in our community in the education of our youth, and of increasing improvement in our system of Common School education. \* \* Requisite to still greater improvement in our system of education, which certainly is very desirable, is a less mechanical and more liberal mode of teaching. This, of course, will demand higher qualifications on the part of our teachers. Another *desideratum*, and a very important one too, is that more attention should be given to moral culture,—*the culture of the feelings and the habits*. We do not wish our children to become learned *barbarians*, but learned *ladies* and *gentlemen*, in the proper sense of these terms.

SCHOOL COMMITTEE.—*D. Andrews, Chas. Babbidge, John Blood, Noah Blood, Lovell Shattuck, V. D. Shattuck.*

## READING.

SELECTIONS FROM [PRINTED] REPORT. \* \* Some of the teachers have manifested a more thorough knowledge in the art of school-keeping than it has often been our privilege to witness, and the schools under their instruction have been excellent.

While the schools considered collectively, have been highly respectable, there has been, nevertheless, considerable diversity among them. This diversity has happened, principally, from the difference of teachers in the art of government; from the comparative interest which parents have evidently taken in the intellectual and moral cultivation of their children; and from the different accommodations and arrangements of the schoolrooms. And it is worthy of remark, that, where there has been a good schoolhouse; where the scholars have had ample room; been made comfortable, and furnished with all the conveniences necessary for pursuing their studies with ease and without interruption, they have made good improvement; while in those districts where there has been less proficiency, the schoolhouses have been too small, or otherwise cold, uncomfortable, and inconvenient. \* \*

\* \* It would be greatly to the advantage of this district to supply themselves with another schoolroom, by an addition to their present house, or otherwise; to divide their school into two departments, and have their younger children, both winter and summer, under the instruction of a female teacher.

This plan of division has been in practice for many years, in summer, in district No. 6, and was continued for the first time, in winter, during the last term. The scholars were divided according to their age, giving about fifty to each school,

and the results in the easy arrangement and government, in the good behavior and proficiency of the scholars, have been most satisfactory.

About a year and a half ago, the schoolrooms in this district were fitted up in a style of more than ordinary convenience and neatness; and it is gratifying to remark, that, for the three successive terms they have been occupied, neither the rooms, desks, nor articles of furniture, have received hardly a blemish more than their ordinary wear;—thus demonstrating the practicability of preserving the interior of a schoolhouse from the ordinary depredations of scholars; and, that a sense of propriety will deter school-boys generally from defacing the seats, desks, or things provided for their use, when these are found to be convenient, and are finished in a style of elegance and taste. \* \*

The committee, in the performance of their duty, have endeavored to impress upon the teachers the paramount importance of instructing in *things* instead of mere words; of leading the minds of their pupils from vocal sounds and signs to the ideas and things represented; of teaching them to think, to reason, to investigate, and to regard excellence in proficiency as consisting in the entire mastery of a lesson, rather than in the number of pages read over, or committed to memory. The teachers were therefore advised to give out such lessons only as could be fully investigated with respect to their meaning and spirit; and then require that the recitation should be as perfect as possible. By this method of instruction, the intellectual powers are early exercised and quickened, and, for the time, brought into a course of severe discipline; the ideas of things once learned are treasured up in the mind in order, and are ready for use when wanted; while the contrary mode, which has too often been practised, of teaching the pupil to study and pronounce mere words, tends to dissipate and weaken the mental faculties, and to make the mind a sort of intellectual chaos, "without form and void." This difference in early instruction, more than any thing else, makes the difference in intellectual power between individuals, in all after-life. There probably was never a great, clear and strong mind, that was not early taught to exercise its faculties on *things*; nor will any mind, possessing original capacity, be weak and confused in manhood, which, in its school days, was subjected to such discipline. We are not, therefore, to judge of the qualifications of a teacher and the excellence of a school so much from the ability of the scholars to recite their lessons from the books, as from the amount and clearness of the ideas which they acquire.

Much has been said and written within a few years past, by some of our most eminent physicians, on the danger to which little children are exposed of injury to their health, and to their constitution for after-life, by too long confinement in the schoolroom. And as little children cannot study all the time, while some that attend school are too young to make any use of books, and as frequent exercise in the open air is the only preventive of the evil spoken of, the teachers were instructed at the beginning of the summer terms, to give their younger scholars more than one recess in half a day, when, from their uneasiness of position, this seemed to be necessary, or could be done without detriment to their learning. By this, somewhat new practice among us, better order is preserved than otherwise could be, as the largest scholars are saved from much of the ordinary interruption of the smaller ones, who, after relieving themselves by exercise are more easily kept still, and the interest of the whole school is promoted. \* \*

Your committee have just glanced at these facts, out of multitudes that might be noticed, to illustrate the rising feeling that exists in this part of our country on the subject of Common School education; and to make it plain, that every community, in order to maintain its relative standing and prosperity, must partake of the same spirit, and still press onward. Every town is respected and wealthy, other things being equal, much in proportion to the general intelligence of its inhabitants. Common Schools are the grand and only means of general intelligence; and where they are but little encouraged by the people; where the children are left to grow up in comparative ignorance, they will as a consequence be more or less vicious and degraded; the pleasures of refined intercourse will be unknown; property will be unsafe; and the value of real estate proportionably low. Few men could be found at this day who would purchase a farm, or a tenement, or bring up a family of children in such a neighborhood. But where the people are intelligent, they are generally moral and enterprising; society has its

intellectual, refined, and moral attractions; property may be regarded as safe; and its value is proportionably enhanced.

Education,—that is, the strength, quickness, and power of concentration, which the mind receives from proper exercise,—such as it may receive in our Common Schools,—lies at the foundation of all the modern improvements in the arts, for which this day is so remarkable. It has brought into its present useful application the power of steam; it has created the efficiency of our factories; and it has furnished all those facilities, which are now in the possession of our farmers and mechanics for the successful prosecution of their business, over those possessed by their fathers. It is education also, that enables the mind to perceive the force of argument; to discover political and moral truth; and which is absolutely essential to the preservation of our free institutions. \* \*

SCHOOL COMMITTEE.—*Aaron Pickett, David A. Grosvenor, John Batchelder, 3d.*

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### SHERBURNE.

SELECTION FROM REPORT. \* \* Your committee would recommend to the several districts to set out trees for shade about their schoolhouses. The trouble and expense of doing it would be but trifling, but the comfort of the shade which they would afford, in a few years, to the children, would be very great. It would afford them a screen from the scorching rays of a summer sun, which no doubt have sometimes produced diseases that have been ascribed to other, or to unknown causes. \* \*

SCHOOL COMMITTEE.—*Amos Clarke, Oliver Everett.*

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### SHIRLEY.

SELECTIONS FROM REPORT. \* \* Your committee do not think it judicious to employ any individual, when it is known that any considerable portion of the members of the district in which said individual proposes to teach, are, from any cause whatever, dissatisfied with the said individual as a teacher. It is generally hard enough for any teacher to succeed in his school, when he goes into it under the most favorable circumstances; but when a teacher goes into a school contrary to the wishes of any considerable portion of the members of the district, it is doubly difficult to go through with the school, either pleasantly to himself or profitably to the school. \* \*

During the last session of the Legislature of this Commonwealth, a law was passed by which fifteen dollars were appropriated from the school fund of the State to each school district in this Commonwealth, on condition that the districts raise each the same amount, for the purpose of procuring for themselves a *District Library*. As the present age is an age of much reading, and as the people of this Commonwealth are a reading people, your committee believe that the law appropriating the above amount to each school district, on the conditions above named, is a wise and salutary law, and it is hoped that the several districts in this town will, as soon as convenient, take the necessary steps towards procuring the amount offered by the State, that they may thereby soon have, at least, the commencement of a good library.

In obtaining the books for said libraries, great care should be used. Books of a sectarian character, either in respect to politics or religion, should have no place in them. \* \*

SCHOOL COMMITTEE.—*Seth Chandler, Hope Brown, L. M. Parker.*

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### SOUTH READING.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Aaron Foster, Jr., James M. Evans, Lilley Eaton.*



## STONEHAM.

SELECTIONS FROM [PRINTED] REPORT. \* \* The schools of this town have partaken in the general improvement which has been going on throughout the Commonwealth for the last five or six years. \* \*

Perhaps the largest share which we, in this town, have enjoyed of this advancement, is to be found in our high school; an institution which has thus far fully answered the most sanguine expectations of its friends. Your committee for the year 1838, suggested that a school should be kept in some central, convenient place, exclusively for the older class of scholars, by the best male teachers that could be procured. The committee for the next year repeated this recommendation, and it was afterwards adopted by the town. Our immediate predecessors in office reported, at the last annual town meeting, that the experiment had been in all respects successful. To this testimony, we are happy that we can add, that the school has this year fully sustained its reputation. All who were present at the late examination, were delighted with evidences of proficiency such as we have never witnessed in this town before this school was established. Our larger scholars had suffered many years for want of the opportunities now presented to them. Imperfect reading, bad writing, and a mere mechanical faculty of performing the simplest operations in arithmetic, without understanding the principles involved in them, are hardly ever remedied in after-life; but scholars who read like the pupils in our high school, write a rapidly flowing, and at the same time a legible and beautiful hand, and understand the principles of arithmetical calculation, have secured sources of gratification and profit which they will be sure to retain while life lasts, and which will become more and more valuable to them as they become successively the instruments of other and higher attainments.

Your committee unanimously and decidedly recommend the continuance of the present system of division of the larger scholars from the smaller. The money raised by the town will give to the small scholars, on an average, about eight months' instruction in the course of the year, if the district schools are taught by females, and there will still remain sufficient means for the same length of instruction for the larger scholars in the high school.

If, on the other hand, a male teacher should be employed in each district, the school could be kept open only about four months. The advantages of the present arrangement, therefore, which, by the separation of the large scholars, allows of the employment of female teachers in the districts, cannot, it seems to us, be disputed. \* \*

When so much depends upon the teacher, greater care should be taken in the selection. In some of our districts, the teacher has been brought before the superintending committee for examination on the morning when the school was to commence, or even later than this. If the examination is any thing more than a mere farce, the school is liable to be suspended by the rejection of the candidate presented, until one better qualified can be obtained. This dilatoriness should be reformed altogether. The candidate should appear before the committee immediately after he applies for the school, and the examination should be thorough and searching. \* \*

The town has purchased a beautiful globe. We would recommend that a globe be placed in every district school. The science of geography is impressed much more distinctly on the minds of the young, with this assistance, and its difficulties can be mastered in a much shorter time.

In view of all that has been done the past year, we are greatly encouraged, and we trust the town will take such measures as that the good work shall still go on, and that this generation may do its duty to the next, even more fully than our fathers have done for us.

SCHOOL COMMITTEE.—*George W. Dike, Warren Sweetser, Marcus Woodward.*

STOW.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*William H. Kinsley, James A. Kendall, E. Porter Dyer.*

SUDBURY.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Timothy Johnson, Eddy Fairbank, Joseph Smith, Nahum Parmenter, John Haynes.*

TEWKSBURY.

SELECTIONS FROM REPORT. \* \* The winter schools were successful, with two exceptions. \* \* In the centre district, the evils which began to show themselves in the summer, came to maturity in the winter. The young man employed to teach the winter term, very soon after he had promised to follow the instructions of the committee, and had thus obtained his certificate, denied the authority of the committee, and refused to obey their orders. Your committee deemed his conduct a violation of his contract, of the principles of moral honesty and good breeding, and an insult to the town, which they, in duty to the town, were obliged to notice, which they did by discharging him, after they had given him distinct notice that he would be discharged unless he followed their instructions. Your committee were advised by eminent counsel, that he had violated his contract, and thereby lost all legal claim on the town for any services he might have rendered; and your committee, to avoid personal responsibility, and protect the rights of the town, notified the town treasurer to withhold his pay. \* \*

In conclusion on this subject, your committee would say, that no citizen who respects himself, and has a proper regard for the character of the town, can fail to justify the course of the committee; for if you uphold this teacher in the course he has pursued, and the indignity he has offered the town, you set an example which one day may be as fatal to those who have instigated and upheld him in what he has done, as to those whose duty it was to protect the rights, interest and character of the town, and which will bring upon the town the reproach of having been put down by a mere youth, and stripped of their legal right. \* \*

We recommended to the several teachers of the winter schools, to keep evening spelling schools, as often as their leisure and the weather would permit, and occasionally unite in a general public spelling school, in the centre of the town, where the scholars of all our schools could be brought together, and awakened to make greater exertions in the acquisition of useful knowledge, and the public mind be thus attracted to the subject and importance of our schools. All the teachers, except the teacher of the centre school, complied cheerfully with the recommendation, and your committee believe that these general spelling schools have exerted an awakening influence in the cause of education, among both parents and children. \* \*

Your committee disapprove of Private Schools, kept to prolong Public Schools. They violate every principle of our Common School system,—create an invidious distinction between the children of the rich and the poor,—are anti-republican in all their tendencies, and serve to weaken the interest of the rich and influential in Common Schools, and hold out strong inducements to such to combine together against raising money for the support of Common Schools. One of our farmers paid enough for two terms tuition, and other incidental expenses, at an academy, to have paid the extra taxes for ten years which would have been assessed to him, in order to have made our Common Schools equally as good as any Private School. For, with a little increased attention to our Public Schools, equally good instruction could be obtained from them; and a whole family of children could be educated for what it now costs to finish the education of one at a Private School. Your

committee wish that Private Schools, and schools to prolong Public Schools, might be abandoned, and that all who deem more education necessary would unite to prolong the terms of our Public Schools. \* \*

The schools of the town, for the past year, have been a common and constant topic of conversation, among all classes and parties into which our society is divided; and there has been evidently an awakened interest on the subject, seldom if ever before manifested in the town, in relation to them. \* \*

In relation to the schools, we have done what we should have done had the children been our own; and now we say: Christians, philanthropists, patriots, cherish these nurseries of the mind and the heart, of the next generation. Place them so high that the children of the rich shall be sent here, to meet and mingle with the children of the poor. Here let all classes early take lessons in republican equality,—let the children of the wealthy here learn in early life, that they are trained for scenes in which the most industrious, the most moral, are to be placed at the head of the class in after-life. Here let the poor boy learn that when he outstrips the rich man's son in learning, moral excellence, in humanity, and love of liberty, society and mankind at large will award him the prize of public honor and approbation. \* \*

SCHOOL COMMITTEE.—*H. C. Meriam, B. F. Spaulding, Jabez Stevens.*

## TOWNSEND.

SELECTIONS FROM REPORT. \* \* Do not many scholars, who can read fluently and with ease, often read without fully understanding what they read? Do not we ourselves, when we read the arguments and reasonings of others, whether it be in the newspapers or the standard works of eminent authors, on political, scientific or theological subjects,—do we not find much more difficulty, and are we not much more retarded in our progress, in getting a full and clear understanding of the author's reasonings and arguments, than in pronouncing the words? If so, then an indispensable requisite is a mind thoroughly disciplined in the study of the sciences. Although, to be able to pronounce is prerequisite, yet it is difficult, if not impossible, for one to become a good reader until he can understand with the same ease that he can pronounce; and that scholar will most easily understand, who has devoted most time to the study of the sciences. \* \* To read a lesson merely for the sake of reading, is reading words; to study the sciences, is necessarily to read ideas. \* \*

Your committee would close by recommending to their successors to keep the duplicate certificate of approval in their own possession, until the registers are completed, as also to take measures for meetings in the several school districts, as above alluded to, for the purpose of diffusing information and interchanging thoughts, calculated to increase an interest in our Common Schools.

SCHOOL COMMITTEE.—*Samuel Adams, Elnathan Davis.*

## TYNGSBOROUGH.

SELECTIONS FROM REPORT. \* \* In three instances,—two in the summer, and one in the winter schools, the teachers employed, proved to be *incompetent* for their work. Yet, upon a general estimate, your committee think that the improvement in the schools has been much greater than in any previous year, in which they have been acquainted with their condition. The town appropriated more money than usual for the support of schools the last year; consequently, the schools have been kept longer, and more liberal compensation has been given to some teachers, and in most instances a higher order of talents for imparting instruction has been secured, than has been usual. \* \*

There is much loss of time suffered in the process of forming new acquaintance, where teachers and scholars are brought together perfect strangers at the commencement of every term. Hence the teachers who have been once employ-

ed and given good satisfaction, had better be secured again, if possible, even at an advanced rate of wages, if necessary, than to introduce strangers. \* \*

SCHOOL COMMITTEE.—*J. W. Parkhurst, J. Gilman, D. H. Jaques.*

### WALTHAM.

SELECTIONS FROM [PRINTED] REPORT. \* \* Your committee have derived no small degree of satisfaction in the discharge of their duty, in perceiving the diligent attention of the children of the several schools to their studies, their ready compliance with the orders and discipline of their instructors, and the industry and faithfulness of the several teachers. The condition of the schools, in general, is good; and the character of some is deserving of high commendation. The greatest degree of improvement is visible in those schools which have been favored with the same able and experienced teachers for successive years. \* \*

An evil which requires to be corrected, and which exists in a greater or less degree in all the schools, but chiefly in the high school, is, parents permitting their children to be absent from the public examinations of the school. This practice cannot too severely be censured. It is unjust to the teacher, who has labored to inform and improve the child,—it is injurious to the school. Every parent, who permits his child to be absent from the examination of the school, whether from dislike of the teacher in the child, and a malicious disposition, or from his own indifference to the subject, does essential injury to his child, encourages a wicked and radical spirit, that may, at some future day, be exercised towards himself. The committee have done all in their power to correct this evil; it can be completely removed only by the parents themselves.

The practice of some parents of upholding their children in showing disrespect to teachers, and refusing obedience to the discipline of the school, has been censured by your committee, whenever it has been displayed to their view, and calls for the reprobation of all good citizens. Having committed their children to the care and instruction of teachers, approved by the committee, parents have no control over them while at school; they have no right to interfere at all, in the management of the school; to dictate or advise in any way; to say their children shall, or shall not be punished. This belongs to the teacher, and to him alone. If he transcends his power, or abuses it,—if he is negligent, or unfaithful, or incompetent, the school committee, and not the parents, are the proper persons, to interfere, advise, direct, or dismiss. By a law of the State, it is made the duty of the general school committee to report to the town, the true state, condition and character of their schools;—this report is returned to the Secretary of State, and through him to the Board of Education, whose Secretary prepares extracts therefrom, which, by order of the Legislature, are published,—and thus the character of every school and district in the State is made known to all the people. Now it might be supposed, that individual self-respect, and regard for the honor and reputation of the town, would induce the inhabitants of every district to see that their good name be scrupulously preserved, and the rights and privileges of their children be maintained with the utmost vigilance. \* \*

SCHOOL COMMITTEE.—*Samuel Ripley, John Whitney, Nathan Smith, Jr., Thos. Barnes, Chauncey Newhall.*

### WATERTOWN.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*C. Francis, N. Medbery, Tyler Bigelow, Gardner Aldrich, Charles Stone.*

## WAYLAND.

SELECTION FROM REPORT. \* \* Your committee feel that there is not interest taken generally by the inhabitants of the town, in the success and improvement of schools. They seem to be satisfied with having made a grant of money, and put the schools in operation, without giving their attention to the manner in which they are conducted, or taking any pains to ascertain, if the results are at all proportionate to the means employed. The efforts of parents in securing the punctual attendance of children from the commencement of school terms, their interest in the success of the schools, and a coöperation in whatever tends to their improvement, are too important not to be earnestly desired. There is no security that the children are well instructed, in the fact that a grant of money is made for the support of the schools. \* \*

SCHOOL COMMITTEE.—*Edward Mellen, Leonard P. Trask.*

## WEST CAMBRIDGE.

SELECTION FROM [PRINTED] REPORT. \* \* The committee cannot close their report without again expressing an opinion, that the change which was made a few years since, in the arrangement of the Public Schools in the town,—that of dividing in each ward the older from the younger scholars, and placing them in separate apartments under separate teachers, has tended greatly to elevate all the schools in the town. The committee are of opinion that this system should be adopted in all cases, where it is practicable; especially where the number of scholars shall exceed sixty.

The interest, which a portion of the citizens of the town have, within a few years, taken in the Public Schools, has excited an ambition among the scholars, which begins to manifest itself, and which will ere long, if properly nourished and directed, show a state of advancement of which the town may be justly proud. But this interest has by no means become general. Certain portions of the town seem to forget, that there is such a thing as a Public School in the town; for they never attend an examination, although some of them may have from two to six children at the school. It is worthy of remark, that for the most part the best scholars are found to belong to those families, whose parents manifest the liveliest interest in the Public Schools; who make it a rule to visit the schools at least 'at the examination. And the reason is obvious; not that the scholars of such families are more talented, but that they are more constantly kept at school, more frequently inquired of at home what they have been doing during the day, what progress they are making; and also informed of what will be expected of them, what it is their duty to do, and what will be required of them in after-life, as men and as citizens.

A stimulus is often given by parents, which a teacher can never inspire, and which it ought not to be expected that the teacher will inspire.

If parents are indifferent in a matter of such moment, it will almost follow as a matter of course, that their children will be indifferent also. How should it be otherwise? Example is everything, especially the example of parents, unless it is so gross, as to occasion absolute disgust. If parents are fond of reading, their children are almost invariably fond of reading also; if they speak lightly of learning and of learned men, ridicule book-knowledge as they call it, or never read anything themselves, it is morally certain that their families will be ignorant, and perhaps vicious. If the citizens of the town would secure the greatest possible benefit to their children, from the means already possessed of affording a good practical education, let them manifest a more lively interest in the matter than they have heretofore done, and coöperate with the teachers in their endeavors to inspire a love of learning in their children, and with no other or greater means than are at present enjoyed, every individual, who shall be so fortunate as to be born and educated here, may be sure of a good practical education.

SCHOOL COMMITTEE.—*James Russell, Timothy C. Tingley, Mansir W. Marsh.*

## WESTFORD.

NO REPORT FROM SCHOOL COMMITTEE.

## WESTON.

**SELECTION FROM REPORT.** \* \* Your committee feel, more and more, the want of well-educated instructors. Our teachers are often too young and inexperienced to undertake the government of a school, and, in respect to their literary qualifications, come, too many of them, just within the letter of the law. We are convinced that the great end, for which our Public Schools exist, cannot be fully accomplished without the more general establishment among us of institutions, like the Normal Schools of Europe, in which our young men shall be trained by a thorough course of study and mental discipline for the office of teachers. It is much to be regretted, that the subject of education and the art of teaching are, by the many, so little understood. Under the present system of public tuition, the understanding of the scholar is not, it is to be feared, properly exercised. The mind is not sufficiently brought into action. A correct verbal recitation seems the principal, if not the only object to be attained. Thus study becomes an exertion of the memory, rather than an effort of the intellect; and while the scholar garners up a multitude of words, his mind adds nothing to its stock of ideas. Let the young be taught to think. Let our public teachers have more enlarged views of the duties of their office. Let them feel the importance of enlightening the understanding, as well as listening to the daily recitations of their scholars. Let it be their steady desire and endeavor, not only to communicate knowledge,—not only to impart to the mind that which it has not, but also, to call out the hidden energies of the young,—to exercise their reason,—to excite thought, and to encourage and aid the youthful mind in the development of its own powers. \* \*

SCHOOL COMMITTEE.—*Joseph Field, Benjamin James, John Jones.*

## WILMINGTON.

**SELECTIONS FROM REPORT.** \* \* Teachers are sometimes presented to committees for examination as candidates, who are, so far as the requirements of the law are concerned, well qualified to instruct, but, on trial, are found utterly incompetent for the task, wanting mainly in a spirit of government, and thus mostly destroying the benefit which should be derived from them. \* \* Where a person is presented for examination who has previously taught, your committee would suggest the propriety of considering, whether the candidate should not show, by certificate from the place he last taught, a capacity for governing. \* \*

The schools, the past year, have been conducted by teachers, some of whom had had experience and some had none. The committee are of opinion, that some of the schools have suffered from want of experience in the teacher, and some, also, from want of government. But on the whole, they are persuaded, the schools have made a commendable progress. \* \*

SCHOOL COMMITTEE.—*Levi Gould, Silas Brown, Walter Blanchard.*

## WOBURN.

**SELECTIONS FROM REPORT.** \* \* The winter term [of one school] was commenced by a young man, who came recommended by the president of a college of which he was a member, and by respectable gentlemen in the city of Boston. Dazzled by credentials so splendid, your committee let their doubts weigh in favor of the applicant. These doubts soon gave place to the unwelcome certainty, that he was wholly inadequate to the task he had undertaken,—a salutary example for those who would assist young persons to obtain places for which they were never designed. \* \*

It is all-important that the prudential committee be very particular in the selection of teachers. The youth have suffered much in having teachers introduced into our schools in consequence of their being brothers, sisters, uncles, aunts, or particular friends of the prudential committee. In several instances since your committee have had the honor of serving you, they have witnessed the bad effects of this partiality; and, in some cases, they have been under the painful necessity of withholding their approval. Some of them have come highly recommended by some of the reverend clergy, and others in high standing in the community. Your committee wish to be charitable,—still, they cannot but be under the full conviction, that those recommendations were obtained in consequence of their particular belief, and that the feelings of the applicant were consulted more than the advancement of the youth. And as there are so many who wish to use schools more for sinister or ungenerous purposes than for the public good, it becomes the town to be careful in the selection of teachers. \* \*

SCHOOL COMMITTEE.—*Joseph Richardson, Josiah Converse.*

# WORCESTER COUNTY.

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## ASHBURNHAM.

**SELECTION FROM REPORT.** In offering their fourth annual report, your committee would say, that since the Legislature required school committees to make a detailed report of the condition of the schools to their respective towns, and make, at the same time, such suggestions as, in their opinion, might operate for their improvement, there has been awakened in this town an interest in these nurseries of learning which has manifested itself in various ways. Schoolhouses have been improved,—seven out of the ten houses in town having been repaired or rebuilt; parents have manifested more solicitude for the advancement of the schools, have visited them more and oftener. Your committee counted, at the closing examination of one school, more than fifty. An interest thus manifested could not but awaken a corresponding interest in the teachers and scholars. School agents have exerted themselves in discharging the duties devolving on them; have employed, the past year, more competent teachers; have visited and looked after their respective schools with an increasing solicitude, being actuated by a laudable ambition to discharge their duties to the satisfaction of their districts. Schoolrooms have been better warmed and ventilated, and more generally furnished with black-boards; and in one district, the schoolroom is furnished with a globe, an orrery, some maps and charts, mathematical blocks, &c. which have aided the teacher much in his efforts to make intelligible to the learner many subjects which before, it was not an easy matter for him to comprehend by a mere verbal explanation. Consequently, the schools in general, the past year, have shown at their closing examination more solid improvement, it is believed, than in any previous year.

But while your committee find much to encourage and to commend, there are many things which hang heavily as clogs on the machinery of our schools.

The first, and perhaps the greatest evil which your committee would bring to your notice, is the great diversity of and in some cases, the *miserable* books in use. \* \*

**SCHOOL COMMITTEE.**—*William P. Stone, I. A. Conn, Elliot More.*

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## ATHOL.

**SELECTIONS FROM REPORT.** \* \* The examination of candidates for teaching, devolved by law upon the school committee, is not a small affair. \* \* Allow two hours for the examination of each,—and considering the kind of candidates that sometimes appear before us, this is quite little enough for the purpose,—then let each member of the committee, three persons, be present,—which, viewing the consequences to a district or school, of their accepting or rejecting a candidate, is certainly very desirable,—and here are more than one hundred and eighty hours,—more than fifteen days of working hours,—spent in this introductory matter alone. To economize time, therefore, as well as to make the examinations more agreeable to the applicants for licenses, and obviate, to some extent, the inconveniences attending the examination of such persons one by one, at different seasons, the committee gave early notice that they would examine candidates for the summer schools together, on a day which they designated, and desired that, if possible, all such might be present at the time. Only



five came, about one third of the requisite number. For the remainder, the old Indian-file method was of course kept up, with all its disadvantages to the committee, to the prudential committees, to the candidates, the schools, and all concerned. One evil directly resulted, that of having the several schools commence at different periods; and indirectly, as attendant on this, various others. We did not, indeed, suppose that we should at once produce a change in this respect. Ancient habits, though they are not good ones, are seldom relinquished in a day. All things considered, the effort was somewhat promising. \* \* We hope that the committee for the next year will prosecute the endeavor. We have mentioned the subject to draw to it attention, especially from the prudential committees. We invite the several districts, not only to consent but to demand, that henceforth there shall be throughout the town a simultaneous examination of candidates for teaching, and a simultaneous commencement of the schools. Were it once done, the benefits would be strikingly apparent. We have not time here to describe them. It would obviously make the impression, that the several districts are engaged in a common enterprise, and are not isolated creatures, broken off from fellowship with all others, and doomed to plod their way as they can in loneliness; but associated beings, interested each in the other, and having common bonds of union. This would also both greatly facilitate the labor of supervision by the committee, aid in procuring teachers, in procuring good ones, and procuring them seasonably. It would contribute towards the formation and maintenance of system in the arrangements of prudential committees, the districts, the schools, the teachers, the children and the families. Here would arise immense gain, in every way. How can prosperity be expected apart from system? Haphazard in the outset tends to haphazard in the upshot. In respect of order as in other respects, what begins well is the more likely to end well. \* \*

*Show-Examinations.*—At the same time that notice was forwarded, your committee intimated to the several districts, and also to each teacher when licensing him, that they would require all schools to be ready at every period of the term of instruction, and particularly at the close of it, to sustain an examination, not in one or two studies, or parts of studies, but in the whole of each study, which, up to that period, had been attended to. It was formerly a practice, far too common, for teachers to allow remissness, superficial apprehension of things, half-learning, as to the studies generally; and then to drill the pupils, through headaches and much sweating, so as to make one or two lessons go off glibly, and spread a wondrous Day & Martin glory over the desired and yet dreaded exhibition, at the close. It is many years less than ten, since such exploits have been "shown off" in Athol. We have had quite too many such; none, however, during the period now specially in review.

Several principles and maxims adopted by us, as expressive of our views regarding education, and of our expectations regarding teachers employed in this place, we deem it proper to quote on this occasion.

*Rules to be observed by Teachers.*—"1. Every teacher should seek to be obeyed by every pupil under his charge. So far as may be, secure that obedience which springs from a sense of duty and from love.

2. Teachers should endeavor to govern by all means practicable, to the exclusion of personal chastisement. When milder methods fail, privation from privileges may be adopted, or such other correctives as circumstances may require; or, in the last resort, moderate corporal punishment, which, however, shall in no case be inflicted on the head.

3. The teacher should give his scholars constant employment, endeavoring, by judicious and diversified modes, to render the exercises of the school pleasant, as well as profitable.

4. Oral instruction should be mingled with that of books in all exercises.

5. Analysis is of vast importance in all successful teaching of youth. Each subject and topic should be laid before the pupil in such a manner, as to be clearly comprehended. If, by a skilful management in the outset, the curiosity of young beginners is excited, they may then be drawn along with ease in the path which it is desirable they should pursue.

6. Pupils gain little worth keeping, except as they are aided, to be themselves active agents, rather than passive receivers, in the knowledge acquired by them.

7. Pupils learn more by examples and applications, than by mere rules,—more by what they hear and see, than by what they read.

8. Whatever makes a schoolhouse, and school exercises, and school teachers interesting and pleasant to a pupil, makes learning delightful, and progress certain.

9. The great thing in all education is to develop and nurture right views and right habits in the mind.

10. Words and language are of little worth, only as they convey knowledge of things.

11. In order to success in school, let schoolhouses be kept clean; be daily ventilated; be kept in summer cool; in winter warm always, but hot, never.

12. It is a plan worth adopting by teachers, to have a general scheme of the order of exercises posted in writing, where it may be seen and known.

13. At the opening of each morning school, a portion of scripture is to be read by the teacher, or by some pupil appointed by the teacher." \* \*

We are happy to state that the schools have in general been prosperous during the year; that the outlays of money have for the most part been well expended, and that a good degree of progress in learning has been secured. One school where, the winter before last, mutiny and desertion occurred, has, the past winter, enjoyed tranquillity. Another, which, though quiet during the last winter but one, had gone backward by the factions and rebellions of former years, has come into a condition that is promising. \* \*

*Schoolhouses.*—It is a source of pleasure to your committee, that more generous and rational ideas begin to be prevalent, as to the construction of schoolhouses, with their situation and accompaniments. Yet we are sorry that, thus far, the improvement is, to so great an extent, a speculative, more than a practical one. Our schoolhouses are, for the most part, tight, and susceptible of being kept dry and warm; some of them are nearly new. Bear with us, however, if we add that there is still too little adaptation in them, and about them, to the purposes for which they were erected. Most of them are set full upon the highways, where dust and noise, and sight of various things, are a continual interruption and drawback to their occupants. No pleasant prospects, no shade trees, no blinds, no curtains, no apparatus for ventilation, may, more or less truly in the several particulars, be asserted of nearly all of them. The districts mean to keep them well in repair, they are most of them painted outside, some of them within; but what is the condition of the plaster, the ceiling, the windows, the seats, the benches, the furniture? Black, smoky, hacked, and hewn, and cracked, and broken, and in part gone. It is somewhat so, even in districts which are confessedly the best in these respects. These are evils that demand attention. Children have acute sensibilities. They deeply feel, and are lastingly impressed, not always for the better, by many things which we are prone to think are indifferent to them. A schoolhouse that is repulsive without or within, from deficiency or overplus of warmth, from foul air, from gloomy situation, from cheerless aspect, from comfortless arrangement in seats, from want or bad condition of forms,—all this, to some scholars, makes learning hateful, from others removes its pleasures, or greatly lessens them. This is regarded by us as by far the worst effect of the evil. But it is not by any means the only one. Such things have a disastrous influence upon the bodily health of children. Could they endure,—would parents be willing that they should try?—to spend four years, say from twelve to sixteen years of age,—one-fourth of all their school life, perhaps one-half of all their actual natural life,—in rooms where flour of sulphur, or white lead is manufactured? Could children endure,—would parents let them make the experiment?—to sit one day and three-fourths of a day every week, in an erect position, with nothing to lean against except a straight back-board higher than their heads, or a bench forwards, so placed, as to press upon the lungs, and prevent the normal action of them, and thus corrupt the blood, and enfeeble all the frame. Yet what, better than this, is effected by existing arrangements or mis-arrangements in schoolhouses? And how much less than one-fourth of the week, one-fourth of the school season, one-fourth of the life-time of a child, is six hours spent daily in the schoolhouse as a house of torture, year after year? It is notorious that we are raising up in our country a generation of enfeebled men and women. "The fifteen millions of the

United States, at the present day, are by no means five times the three millions of the revolutionary era. Were this degeneracy attributable to mother Nature, we should compare her to a fraudulent manufacturer, who, having established his name in the market for the excellence of his fabrics, should avail himself of his reputation, to palm off subsequent bales or packages, with the same stamp or earmark, but of meaner quality. Thus it is with the present race, as compared with their ancestors,—short in length, deficient in size and weight, and sleazy in texture.” “The old hearts of oak are gone. Society is suffering under a curvature of the spine. If deterioration holds on, at the present rate, we shall soon be a bedrid people.” Our children “grow up without strength, passing from the weakness of childhood to that of age, without taking the vigor of manhood in their course.”\* As conducive to this, schoolhouses, ill-constructed, or otherwise deficient and harmful, hold a mighty agency, and wield it mightily. Take the *special* accommodations made for some infant schools, not a thousand miles hence, and what could be much more unaccommodating, discommodious? Why keep such incommensurable things, as they are, and thus retain sickness, and plague physicians with cases which it is impossible to heal, because the stamina of the constitution are broken; and endure yourselves the sorrow which attends suffering and death, rather than dismiss these, or remedy them, and thus possess children in health, that learn and thrive, living long, and enjoying good and doing good in the land? Why keep unfit schoolhouses, and thus, because the children are feeble, or dull, or ill-humored, occasion the loss, the waste, of a great proportion of a teacher's exertions; and thus, too,—which may perhaps be a weightier argument with many,—occasion the loss of just that proportion of his wages, as really and as hopelessly, as if it were thrown into the sea? But how will these evils be remedied? We reply;—if the location is not pleasant, get one that is. Dump down no schoolhouse in a swamp-hole, because the centre of the district is there *precisely*. Set the building back from the road a little, and give it a good play-ground, well fenced. Whitewash the walls. Paint the ceiling. Keep out the blinding sunlight. Give it windows enough for dark days. Supply some ventilating apparatus, that the air may be kept pure, and yield health, instead of poison. Make it, out and in, cheerful, homelike, instead of being dreary as a jail. Let each district pass regulations forbidding scholars to cut or bang the benches, or any part of the building or its appurtenances. Bid the teacher see that these are observed. Direct him, if any thing of this sort is done to give information, *who* did it, and instruct your prudential committee to assess the cost of repairing it on the parents or guardians of the offenders.

Here would we close this topic, but we reluctantly are constrained to notice a deficiency, as to some of our school edifices, which, beyond affecting the physical comfort of scholars, has a specific bearing on their morals. There should be a necessary appendage to all schoolhouses, and it must be so until minds are dis-severed from bodies this side the grave. \* \* How repugnant to cleanliness, to a sense of modesty and propriety, to chastity and moral purity, to the possession and cultivation of self-respect, such things are, we need not affirm. That this is peculiar to Athol we have no evidence, we do not believe. But is it therefore right? We hate to allude to the topic. We will leave it gladly. We have touched it as lightly as we could; and while we protest against our summer teachers, (or any teacher,) and their pupils being subjected to such effluences and influences, we trust that these allusions will lead to the speedy correction of the error. \* \*

*Qualifications of Teachers.*—If a man can read, write, spell, has some acquaintance with grammar, geography, arithmetic, is that all the literary capital requisite for commencing dealer in literary wares, and doing a fair business with fair reputation? This *has* been considered knowledge enough for a school teacher, and even less than this for one employed in some school which was rather small and comparatively backward. Your committee would have been considered altogether too rigorous, had they rejected any applicant for teaching who had merely these qualifications,—provided he had them just passably, and was presented by one of our smaller districts. But we ask whether these *are* enough, in the present

\* Com. School Journal, Jan. 1842, pp. 5, 6.

state of society, to fit one for dispensing instruction in any district? Suppose that even the greatest amount of knowledge were possessed by a person, and that he had little if any ability to communicate what he has gathered; what advantage would accrue to a school from his immense stores of intellectual riches? To teach is to impart, to pour out knowledge. A teacher is not to be like a jug, which holds back its contents of necessity, or like a cow which holds up her milk from inclination, the nearer full they are;—he should be rather like a rain-cloud which sends down blessings in showers; and like a fountain, ever flowing over, which sends out a copious stream through the meadows, showing greenness and fertility where it glides. No instructor can be worth much who is not *apt* at teaching; who has not a tact for his business. Other things avail comparatively little, unless he have a love for the work. \* \*

Suppose one who habitually stands off from his fellow-beings, holds them at arms' length, shows no interest in them, no sympathy; is stiff, morose, sour, inaccessible, presents no winning, attractive look, but is repulsive; and by his few crabbed words and rugged tones drives children away from him, as the north wind drives away rain;—we ask if this man is fitted to be an instructor? Had he the learning of all ages in his head, we should pronounce him deficient in some of the most necessary qualities. Suppose another, not wrapped up in notions of his wondrous dignity, not arrogating to himself superiority to common mortals, but, on the other hand, betraying dullness of mind, a sluggish memory, a want of confidence in his own powers, a lack of self-respect and self-command, an irritable, irascible temper,—just such a man as pupils, unless more godlike than humanity generally is, would despise, because he would let them despise him and could not prevent it; ought this man to have a school in charge? Him, too, we should declare unqualified, however high might be his literary standing. A fourth individual, though free from the disabilities of the three others, might be destitute of *general* information. How could such a person illustrate the various subjects which come up in the studies and recitations of a school? It would *not* be done. There would be no illustrations, no analysis, no intermingling of oral with the printed instructions; in short, no apt maxim or pointed story, to catch the pupil's attention, to wake his interest and fire his mind, and cheer and bless his heart, and fix the impression indelibly. He could not teach scholars to think; could not draw forth their energies, and set them forward in a career of self-discipline, and train them to use and rely on their rational and moral faculties. \* \*

Suppose a fifth. Let him have all the other requisites, yet be unacquainted with the nature and structure, and laws and methods, and operations of the human mind. This is a case that often happens. We inquire if this individual is not to be adjudged wanting in a point of essential importance? Why, what is the material he is to work upon? is it not mind, the soul of man? And can he, who, whatever else he knows, does not know the substance he is to deal with, is to change, to remodel, to make valuable, to adorn,—can he be competent to the labor he proposes? What man, having horses to be managed, or sheep or swine even, would give the care of them to a boy green from the city, or to any person who was ignorant of the habits, necessities, qualities, in a word, of the nature of those animals, and of the modes and varieties of treatment requisite to rearing and managing them rightly? Who would commit a tannery to men who had never given attention to hides? How much better is a man than a beast,—than a beast's dead skin! Yet, as we above intimated, of those who aspire to mould and shape the soul made in the image of God, gifted with not only susceptibility to influences from other minds, but also with the dread capacity of choice, of self-formation of character, and thus self-preparation for immortal destinies, small is the number, scarcely one in ten it may be, who have *studied* the nature of mind; or who have any conception of mental phenomena; any ideas of mental discipline; of the scope, relations, tendencies, results, objects of mental or moral education, beyond the notions which have floated down to them as drift-wood on the current of society.

The law of the Commonwealth requires every instructor of youth to "endeavor to lead his pupils, as their ages and capacities will admit, into a clear understanding of the tendency of social and moral virtues to preserve and perfect a republican constitution, and secure the blessings of liberty." How many who think themselves abundantly qualified to instruct the sons of Massachusetts, are

wholly unqualified, not to say disqualified, to fulfil that requisition? into whose minds neither the fact nor the possibility of such a tendency as it mentions has ever entered? These remarks show in perhaps a dim, but we think a true light, how many and how great things are requisite to constitute a well-qualified teacher of youth. Your committee might not have been sustained, indeed, in declining to license such candidates as fell below this standard; but we have felt bound to declare our convictions, in the hope of elevating *towards* the just level the opinions now prevalent in the community. It is desirable that districts know how much is needful to constitute an acceptable and profitable instructor for their daughters and sons. It is desirable that, instead of thinking any body, who will work cheap enough and can manage to extort a license from the committee, to be competent for forming the habits and moulding the characters of those children beloved, whom they desire to be intelligent, virtuous, enterprising,—that, instead of this, they would with all earnestness demand, that the committee send to them the best, and only the best teachers that are, or, at least, are attainable. \* \*

We bespeak, in behalf of our schools, the continued and increased regards of all. Especially do we ask of parents that *they* would give to them more consideration. What, tell us, has been bequeathed to us by our forefathers more excellent in honor and in value than our system of Public Schools? What better treasure than intellectual and moral worth, can we either possess ourselves or bestow on the children of our affections? The greater part of us having a competence only, or simply the resources supplied by our daily toils, what gift can we impart, besides a good education obtained, in its first source, at home, and then from those district seminaries whose advantages, like the pure light from heaven, flow ever and freely to all? Let the man of moderate fortune,—let, above all, him who is struggling in poverty, look steady and concerned as a pilot, to this great interest, which is, as a ship on the waves, afloat at the mercy of fickle, trustless human opinion. Let such, we say, be foremost to seek the improvement, not of one school only, but of all. Especially let such be resolved that, so far as in them lies, bountiful provision shall be made for sustaining these schools efficiently. Our town has, we know, held for several years an honorable standing, as compared with towns around her, as it regards expenditures for maintaining these primary seminaries. Long may she be honorable thus; and instead of tiring in the good work and heeding the peevishness of a blind parsimony, that in the result will work out a terrible punishment, let her rise to even a more liberal, higher position. Nor ought we ever to rest content with barely a pecuniary liberality. In addition to grants of money, however extensive, the times call us to make larger appropriations than hitherto, of attention, interest, influence, time, assistance in every form to this enterprise. Why are we solicitous that our children may get wealth? What is wealth, if ignorance accompanies it? what, if the possessor have no control over his own spirit, and is more like an earthen pot with gold in it, than like a man? Insure your children knowledge; developed, well-balanced faculties; moral discipline, self-acquaintance, self-government, and it is wealth indeed which belongs to them then, the best wealth,—without which all wealth besides is miserable poverty,—nay, it is more than wealth; it is choicer and more enduring than gems that sparkle on an emperor's brow.

But, parents! leave your children in ignorance and undisciplined, while the cattle designed for the yoke are thoroughly trained; suffer the God-made and God-like spirits of your children to have at best but a half-education, and it needs no prophet to foretell what they will be. While they may imagine themselves sufficiently educated, deem themselves too knowing to be further instructed, showing themselves to be, in their own conceptions at least, wiser than Solomon, or than seven other men who can render a reason; they will be ready to grasp at delusions,—to believe whatever astounding stories are brought to them of recipes to prevent old age and death,—to shake with terror at every announcement made to them by men self-inspired to predict the impending destruction of the world,—to admire and adore tyrants as deliverers,—to follow self-commissioned leaders, who summon them to what is indeed a “land of *promise*,”—since it is not one of facts and realities. \* \*

SCHOOL COMMITTEE.—Richard M. Chipman, Asaph Merriam, George Hoyt.

## AUBURN.

**SELECTIONS FROM REPORT.** \* \* The school in district No. 5 was contracted for and commenced by a man, before he had gone through with the examination required by law, through the neglect of the teacher or by a design to avoid an examination. When he presented himself before your committee, he was found deficient in those branches taught in Common Schools. \* \* The would-be school-master urged his claim, but to no effect, and was dismissed from further service much against his will. \* \*

**SCHOOL COMMITTEE.**—*E. G. Warren, M. G. Pratt, John Mellich.*

## BARRE.

**SELECTIONS FROM REPORT.** \* \* We [the committee] are happy to say, that the schools have done well throughout the town, both in summer and winter, with scarcely an exception, and that some of them have done admirably. The mode of instruction has been more thorough than in times past, and, of course, the scholars have obtained a greater amount of real knowledge. The use of the black-board has rendered essential service. \* \* From what we have seen we are sensible that a great advantage is gained, especially in large schools, by having black-boards sufficient for a class to work upon at the same time. \* \*

We speak of our schools, however, in a comparative way. We do not pretend there is nothing more to be done to elevate and perfect them. \* \* Public Schools are affected by a multitude of very complicated influences. If evils exist, the remedies for them all cannot come from one source. Some depend upon the committees, some upon parents, some upon teachers, some upon the district, some upon the town, and others,—for example, any defects in the school laws,—depend upon the State.

One evil, whose remedy depends on the district in which it exists, is a badly-constructed schoolhouse. Several of our schoolhouses are admirably constructed for auction-rooms. They have a narrow passage through the centre, and on each side several ranges of seats, raised one above another, for the accommodation of purchasers. At one extremity of the narrow passage is a desk, making a remarkably convenient stand for the auctioneer; and, by extending a board or table along the passage, goods of every description may be shown to every purchaser, without giving him the trouble to rise from his seat. If these houses were conveniently located for the auction business, they might, doubtless, be let for this purpose, and become the source of a handsome income to the district. But our young children, between the ages of four and sixteen, are not exactly marketable commodities, and, therefore, this facility of inspection cannot be turned to a profitable account. On the contrary, the position of the scholars, sitting face to face, leads them to notice each other too much; every wandering eye meets its fellow, and their mutual observations are an unavoidable hindrance to their studies. If the master steps to any quarter of the room, he must necessarily leave some of his pupils behind him, and thus give opportunity for looks and gestures to pass between the scholars, which it is impossible for him to see, or correct. There is no remedy for this evil but an immediate change in the construction of the interior of the school-room. \* \*

Two years ago, your committee reported respecting the upper school in the centre district, (summer term,) that the average attendance was only "fifty-five per cent., the lowest average of any of the summer schools, owing to the attendance of a considerable number of scholars, twice a week, upon an infant singing-school, much to the detriment of the Common School." The *winter* term, in this town, is almost always broken in upon by other schools,—commonly schools of mere amusement or manners, dancing-schools, kept during the Common School season, in utter contempt of the provisions made for education throughout the Commonwealth. Your committee have nothing to say in this place against singing or dancing; but we hold, that any such school, kept while other schools are open, and designed to take away our children from their studies, is a perfect leach upon the body of the rising generation, sucking their very life's blood from their

veins. The remedy for this evil does not depend upon the committee. It is their duty to raise the warning voice, and then let the responsibility rest where it belongs,—on the parents. \* \*

We applied ourselves to the preparation of a list of school books, before a single school was opened, or a teacher examined. This list, we caused to be published in the Gazette at an early day, so as to prevent, if possible, any parent or guardian from purchasing any book for his scholars, but such as was approved by the committee; and, also, to furnish information to traders, that they might know what books would be wanted, and not purchase such as were not approved. This list of books was also written at the head of all the school registers, before they were given to the teachers, and the teachers were requested to take notice thereof, and govern themselves accordingly. These means have already proved efficient in putting a stop to a large share of the evil.

Another complaint made in former reports, is a deficiency in books. \* \* To remedy this evil, your committee addressed themselves directly to the scholars, expecting through them to reach the parents. We explained to them, that the folly of going to school without books was equal to that of a mechanic or farmer who should go to work without tools. We compared their case to that of a man who should go into the field, in company with others, to hoe corn, without a hoe. The rest might work, but he could not; or, if he should borrow the hoe of another, the other must lie still for him to work. It is manifest, that the less of this kind of help a farmer has the better. Having convinced them, in such ways, of the folly of attempting to study without a book, we requested them to urge their parents to supply the want. That there might be no mistake, we sometimes requested the teacher to write the name of the book wanted on a slip of paper, and send it to the parents. By these, and such like means, the evil has been remedied, without appeal to the measures provided by law. \* \*

In district No. 7, a party of scholars determined to show their opposition to a rule of order against whispering, by leaving the school. The parents, instead of treating their plan with abhorrence and reproof, after consultation, recommended that the master should relax his rules a little, to prevent difficulty. This, of course, he could not do, without losing the just respect of the school, and ought not to have done. Some 12 or 15 scholars actually left the school, although a part of them had the wisdom to return. It is probable they did feel unpleasantly at the loss of their old privilege of whispering. But what use do scholars make of this privilege? They ask liberty to speak, perhaps, to get a sum done for them by another scholar, or to inquire where the lesson is, which every scholar ought to know without asking. But, as soon as the master's eye is turned, they are swapping jack-knives, playing pins, talking about the last party, or the next sleigh-ride, or about bonnets and ribbons, and new dresses, beaux and belles,—any thing, in fact, but what they are sent to school for. It is astonishing, that intelligent parents can ask such privileges for their children in our district schools.

Among the improvements which may be mentioned, are,—1st, writing out the variations of verbs, nouns, adjectives, &c., in grammar, upon the black-board, thus testing their knowledge of these changes, impressing them upon their minds by the aid of the eye,—the most useful inlet of knowledge to the mind,—and, at the same time, teaching them to write and to spell. 2nd, teaching young scholars easy lessons in reading, by calling their attention to the whole word as a single thing, and not to the letters of which it is composed; that is, naming the words at sight, without first spelling them. 3d, defining the words of the spelling lessons, which was done by 70 out of 80 scholars in one school, to the number of over 100 words per day. 4th, writing composition, which 50 of the same school did, to the number of 410 pieces in 14 weeks. 5th, drawing outline maps of states and countries upon the black-board, by the scholars, and locating the rivers, cities, and other prominent objects. 6th, holding up the hand in sign of wishing for something, instead of speaking out; and that in the interval between two exercises, rather than during the time of any exercise. \* \*

SCHOOL COMMITTEE.—*Wm. L. Russell, E. D. Moore, Samuel Brimblecom.*

## BERLIN.

**SELECTION FROM REPORT.** \* \* Your committee wish to say one word with regard to the treatment which teachers sometimes receive, and which frequently proves injurious to their reputation, and detrimental to the best interests of the scholar. As the community is agitated by a sectarian spirit, and sometimes by intolerance, it is not unfrequently the case, after it becomes known who the individual is who is employed to instruct, that questions are asked, and observations made, respecting him which tend to impair the respect for and consequently to lessen the beneficial influence of the teacher, by which course great damage is done to both teacher and pupil. Would it not be better to be very circumspect how and what we speak concerning an instructor of youth, before children? \* \*

**SCHOOL COMMITTEE.**—*Asa Sawyer, Edward Hartshorn.*

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## BOLTON.

**SELECTION FROM REPORT.** \* \* Your committee have found all the schools in good order, and have been pleased to witness, in both teachers and scholars, a reality of feeling and interest, such as we have never before so universally seen. \* \*

**SCHOOL COMMITTEE.**—*Isaac Allen, Caleb Nourse, N. A. Newton.*

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## BOYLSTON.

**SELECTIONS FROM REPORT.** \* \* Another difficulty, with which both the teacher and the committee have to contend, is the unsuitable pitch of the voice ;—some raising their voice to a stentorian elevation, which is painful to all who hear ; while others can neither be compelled nor flattered to raise their voices much above a whisper. These evils, together with many others, your committee have endeavored to remove,—and they are happy in being able to report, that they have succeeded far beyond their most sanguine expectations. \* \*

Your committee cannot forbear at this time to give their testimony in favor of the wise and judicious legislation of this Commonwealth on the subject of education. \* \* The effect of all this care and oversight, as might be expected, is felt most sensibly and advantageously throughout more than 300 towns, by more than 700,000 persons, of whom about 200,000 are under a course of education. The cause of education, thus fostered and encouraged by our Commonwealth, will not only secure to us all the blessings and enjoyments of an enlightened community, but must also, to a great extent, secure us from that poverty, crime and vice which are the offspring of ignorance.

In conclusion, your committee would express their deep conviction that, if the towns would discharge their duties as faithfully as our Commonwealth has hers, the cause of education, with us, would be advanced above that of any other people ; and that our social, civil and religious privileges would be perpetuated, and each succeeding generation not only become wiser, but also become better.

**SCHOOL COMMITTEE.**—*Wm. H. Sanford, Wm. H. Moore, Henry H. Brigham.*

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## BROOKFIELD.

**SELECTION FROM REPORT.** \* \* Aristippus, a philosopher of Greece, being asked what was the difference between a wise man and an unwise, replied,—“make the two destitute, and then place them together in a strange place, and you will know.” And this may illustrate, to all, the propriety of placing some valuable possession in the mind of the child, instead of saving it all for the pocket. Place it in his pocket, and it is liable to go from him at any moment ; and when it is gone, he is not qualified to replace it, and, perhaps, is unable to provide for him-



self. Place this value in his mind, by storing it with useful knowledge, and you lodge it where it becomes a safety-fund of the most perfect character. With this fund in safe keeping, he may be stripped of every thing external, and yet he is independent, because he has the sure means of providing for himself. \* \*

SCHOOL COMMITTEE.—*W. A. Nichols, Seth Alden, Wm. Curtis.*

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### CHARLTON.

SELECTION FROM REPORT. \* \* In many respects, some of the schools in town have taken a higher stand than in any previous year, owing chiefly to the procuring of excellent teachers. \* \*

SCHOOL COMMITTEE.—*Aurin Bugbee, Simeon Lamb.*

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### DANA.

SELECTION FROM REPORT. \* \* The improvement in reading, that important, yet much neglected branch of science, was truly astonishing. This happy result was doubtless caused, in a great measure, by the method practised by the teacher, of requiring the scholars to correct each other in the various inflections of the voice, which made the exercise one of interest; for, experience has demonstrated the fact, that when children become deeply interested in any study, their improvement is invariably rapid. \* \*

SCHOOL COMMITTEE.—*Gerard Bushnell, Nathaniel Johnson, Franklin Lombard.*

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### DOUGLAS.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Turner Thayer, Enoch Brown, Lyman Parsons.*

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### DUDLEY.

SELECTIONS FROM REPORT. \* \* The necessity of having two departments in this school is more imperious, owing to the different ages and capacities of the scholars, and the multiplicity of classes which is consequently unavoidable. We are aware that this method will considerably shorten the winter term, but a long school is not the chief consideration; this should be, to have a good one. \* \*

In No. 2 there are but twenty scholars between the ages of four and sixteen, and in No. 5, an adjoining district, there are but twelve. Your committee are decidedly of the opinion that these two districts should be united. We think it would greatly promote the interests of all concerned. Let individuals regard their own and the public good. Let the districts, or the proper authority, fix upon the most central and eligible location for a schoolhouse, and let a commodious one be erected, and no person in the district will be the poorer on account of the expense. \* \*

The committee would also urgently recommend that the two centre districts should be united and form one. We can only state some few reasons why we make this recommendation. Were the two districts united, and provided with a convenient house, suitably constructed, with two departments, the scholars under the care of two teachers, would advance much more rapidly than they now do. We think this will be admitted by all who have had much experience in teaching. In the two schools united, there need not be any more classes than there are now in one, and separating the large from the small scholars, each teacher would have but half as many classes as there are now in each school. As schools are now classed and taught, a teacher can as well instruct twenty in a class as half that number. \* \*

\* \* Every acre of land in the two districts, and we think also in town, would be enhanced in price, by placing an elegant, good school building upon this beautiful common. Nothing tells better for a town than good schoolhouses; they recommend your farms, and speak well of the judgment of the owners. And even those who have no right of soil are not uninterested. Our very lives are worth more, we enjoy more, while we live among people who are liberal and judicious in their appropriations to advance the education of their children.

Who does not, in passing through a country, take notice of the schoolhouses? And may we not form a correct judgment of the people from the appearance of these buildings? \* \*

Would it not be well to plant trees for shade and ornament about our schoolhouses? \* \*

The committee earnestly recommend that every amusement which is calculated to dissipate the mind, and draw the attention of the scholars from their studies, should be especially avoided during the term of the schools. \* \*

SCHOOL COMMITTEE.—*Joshua Britton, Jr., Abiel Healy.*

### FITCHBURG.

SELECTION FROM REPORT. The school committee, in submitting their annual report, would present the following table, as exhibiting, in a condensed form, such statistics in regard to our schools, as seem to your committee important.

If such a table could be prepared each year, and, with the written report, be preserved in the form of a book, it would form an important item in the history of the town. The table, as will be perceived, is designed to preserve a record of the whole number of persons from 4 to 16, and from 16 to 21 years of age; the number of weeks each school is taught; the names of teachers; the whole and average numbers attending; the principal branches of study; the number of times each school has been visited; the general character, with particular excellences and defects; the wages and board of each teacher per month; and the total amount for board and instruction for the year. The table this year is somewhat imperfect, in consequence of the imperfections of the registers. In some instances they were not filled out as they should have been. \* \*

SCHOOL COMMITTEE.—*Oren Tracy, T. R. Boutelle, H. Newton, John Smith, P. S. Snow.*

### GARDNER.

SELECTIONS FROM REPORT. \* \* We have before stated, that in our opinion, our schools the past year have succeeded well, that the teachers have given general satisfaction, and that there has been no difficulty of consequence, in any of the schools; and we assign the following as some of the reasons:—

The district meetings, for the purpose of discussing the subject of Common School education, which have been held in each of the districts, both last winter and this, have done much good in directing the attention of the community to this subject;—and the plan, which nearly all the districts adopted, of choosing a district committee for visiting the schools once a week, has, so far as has been carried into effect, produced good results. \* \*

But, although something has been done, much remains yet to do. In comparison with no means of education, our schools are something; but in comparison with what they may be, they are very imperfect. \* \*

SCHOOL COMMITTEE.—*Jonathan Brown, Thomas E. Glazier.*

## WORCESTER COUNTY

## GRAFTON.

**SELECTIONS FROM REPORT.** \* \* At this school the committee were entertained, at the close of the examination, with singing by the scholars. They indulge the hope that it will not be many years before this practice will become, in all our schools, as universal as reading and spelling; and that systematic instruction in this pleasing art will be provided for. They believe that such an arrangement would be perfectly practicable, and that it would have the happiest influence upon the discipline, order and good feeling of the schools, and eventually upon the moral condition of the community. \* \*

\* \* There seemed to be a general want of life and interest in this school. The classes had been habituated to the pernicious practice of answering simultaneously, to the questions put to them, by which means the loud and confident tones of those who are sure they know, may be easily made to cover the silence of those who are sure they do not, or the timid answers of those who are in doubt. \* \*

\* \* His [the teacher's] success, however, was greatly obstructed by an unfortunate error of judgment committed at the commencement of the school. Believing that a school might and ought to be governed without corporal punishment, he announced to his pupils that he should not resort to such punishment. Advantage was taken of this announcement, and before the close of the school he found himself under the necessity of abandoning his principle. This course created considerable disaffection, was the occasion of several scholars' leaving, and in no small degree impaired the usefulness of the school. \* \* Those of his pupils who were present at the examination, gave evidence of having been faithfully and skilfully instructed. \* \*

The citizens in general, whether they have children in the schools or not, can do much for the advancement of our schools, through the influence of public opinion. Indeed, no great good can be effected except by the aid of this influence. Let there be in a community a high idea of what a school might be; let it be known, indeed, what in many cases it has actually become under skilful and judicious management, and there will soon be a demand for better teaching than they have ever yet had. Let that idea and that demand prevail, and the schools in that community will inevitably, sooner or later, become what they ought to be. The great object, then, is to raise the public standard of education; to diffuse information respecting the most approved methods of instruction; to cause it to be generally felt that our children might be vastly better educated than they have been, at no greater, or a little greater expense. How is this object to be effected? Your committee would briefly suggest one of many means to this end. It is to hold public meetings for lectures, and for free discussion on the subject of Common Schools. In some towns, meetings of this kind have been held in each school district, in the course of the winter, and with highly beneficial results. Your committee would earnestly recommend the adoption of such a measure in this town, the next winter. \* \*

**SCHOOL COMMITTEE.**—*Charles Thurber, C. Palfrey.*

## HARDWICK.

**SELECTIONS FROM REPORT.** \* \* We are aware it is a delicate, disagreeable business, under any circumstances, to remove a teacher, and often attended with much trouble and inconvenience. But however unpleasant the task, your committee cannot but regard it a duty, which every parent owes to his children, and every citizen to society, to act promptly in such cases, and take measures to remove the teacher when it is ascertained he is incompetent to the duties of his calling. It is believed it would be far better for a school, to say nothing of the loss of time and money, to close it entirely for one term, if necessary, than to continue it in charge of one whose management tends to foster habits of indolence and insubordination. \* \* Individuals have come before us the past year for examination, who had been previously employed as teachers elsewhere, from whom we felt constrained, by a sense of duty, unpleasant as it was, to withhold approval.

In these cases it may have been thought we erred, inasmuch as they had passed a satisfactory examination before committees in other towns, equally competent with ourselves to decide on their qualifications. But should any such opinion exist, we assure the town that we have acted conscientiously in this department of duty. \*

\* We have aimed in all cases to decide in strict accordance with the character of the evidence presented at the time; and with all due respect to the opinions of committees in other towns, to rely in the main on our own judgments, in estimating the qualifications of the applicant. We did not suppose that the town appointed us to the responsible charge of our schools, with the wish or expectation that we should discharge its duties by any other rule than our own deliberate sense of right. And whatever may be thought of our decisions, or in whatever estimate our judgments may be held, we trust the principle we have adopted as the rule of action will meet your approbation. \*

We regard with satisfaction the efforts put forth at the present day for the improvement of our Common Schools, and the increasing interest in the public mind on the subject of education. And this town is by no means an exception to the remark. The spirit of the age is abroad among its inhabitants, and is seen in the growing interest of parents and guardians of youth in their schools, and their attendance on days of public examination. The centre district, in particular, is worthy of notice and imitation. At the close of the school the committee had the pleasure of meeting an unusual large number of parents and friends, who, by their presence, encouraged and animated the scholars, and evinced the deep interest they felt in their welfare. We hope others will "go and do likewise." We think parents have been too negligent in this respect. Everything that can awaken ambition, and stimulate the young mind to the noble acquisition of knowledge, should be put in requisition; and among the many means that may be applied to this end, that of *personal* attention of parents to their schools, of frequent visits, and manifesting a lively interest in their pursuits, is of the first importance. If they exhibit a feeling of indifference to the subject, they may rest assured their children will follow the example to their own injury.

Among the many means now employed in behalf of education, we look upon "Normal Schools" as promising favorable results. They are designed to qualify individuals for the sole purpose of teaching, and if properly conducted, and *persevered* in, they cannot fail of being highly beneficial to our schools. We all feel that teachers cannot be too well qualified. The station they occupy, not only requires knowledge, but *ability* to apply it to the greatest advantage. And every means calculated to afford the needed requisition, should receive the aid and encouragement of the friends of education. \* \*

SCHOOL COMMITTEE.—*R. S. Pope, Walter Mandell, B. M. Fay.*

## HARVARD.

SELECTION FROM REPORT.—The school committee feel happy in being able to congratulate their fellow-citizens on the improved and manifestly improving condition of the schools that have been submitted to their care and supervision. Through the whole year nothing has occurred to disturb the harmony of the respective districts, or to interfere with the successful operation of the schools. Parents have appeared to feel a deeper interest in the education of their children; as a natural consequence, their children have appeared more justly to appreciate the importance of the advantages which they enjoy. \* \*

SCHOOL COMMITTEE.—*George Fisher, Washington Gilbert, Jonathan Farr.*

## HOLDEN.

SELECTION FROM REPORT. \* \* In this connection, your committee beg leave to make one or two suggestions. A great deal of caution should be exercised by agents in employing teachers. Your committee intend, and they think they have

reason to believe that, to a good extent, they carry their intention into execution, to withhold approval from all whose education is not sufficient to render them competent teachers. But the history of the past year, as well as of every preceding year, shows conclusively that one may be thoroughly acquainted with every branch of education which he is called to teach, and still be extremely deficient in qualifications for a good teacher. When you are about to hire a man to work on your farm, it is not sufficient for you to know that he *can* plough and mow and reap and do all sorts of work, but you wish to know whether he *will*, and a good deal of it, and at the right time, and whether he will treat your boys and your family and cattle well. A knowledge of books is indispensable to a good teacher, but he must have other qualifications,—a mild temper, discretion, energy, a good address and winning manners. And these things should all be carefully regarded by prudential committees.

Another suggestion your committee would make, is, that a few self-willed, rebellious scholars should not be suffered to break up a school, or long disturb it, when otherwise it would progress prosperously. Districts owe it to themselves to be resolute on this point. \* \*

SCHOOL COMMITTEE.—*Wm. P. Paine, Andrew Pollard, David Davis.*

## HUBBARDSTON.

SELECTIONS FROM REPORT.—The school committee \* \* have the satisfaction to report, that, in pursuing their labors the past year, they have met with comparatively few discouragements. They have, as a general thing, found the schools in a prosperous and flourishing condition; the district prudential committee men prompt and efficient in duty; the teachers faithful, capable and trustworthy; the scholars inspired with a laudable ambition, and conducting with a commendable propriety; and, what is better than all, (and what we hail as the harbinger of better times,) there seems to be a new and a growing interest in the cause of Common Schools awakened among the parents and the inhabitants generally. \* \*

We rejoice at this state of things, and though we would arrogate to ourselves no credit for this result, we cannot help ascribing it to what we believe to be the true cause,—the recent prompt and energetic efforts, made by our *Legislature*, our *Board of Education*, and our public men, to raise the standard of Common School education. A new spirit seems to pervade the community on this subject;—new life and energy have been imparted to those who have hitherto treated this subject with marked indifference and neglect. Parents are beginning to realize that their own happiness, the happiness of their children and of posterity, as well as the stability and permanency of our institutions, depend essentially or entirely upon the early and proper education of the young.

Instead, therefore, of sending their children to the schoolhouse, as in former times, with scarcely a thought of what was doing there, they begin to keep an anxious and steady eye upon their progress, rejoice in their improvement, and watch, with painful solicitude, for some development in their character which shall promise future usefulness and honor.

Your committee can but feebly express the gratification they have felt, on days of examination, at meeting so many of the parents as they have done on those occasions during the past year. This single circumstance has very essentially lightened their labors, strengthened their hopes, and cheered their hearts,—and feeling it to be a matter of much consequence, they would say to all such, “continue in well doing,” and to those who have hitherto neglected this duty, “go and do likewise.” Perhaps we ought to say, that our visiting labors during the winter months, though they have brought us many times in contact with the cold *northwesters*, have been rendered pleasant and interesting by the very kind and cordial reception which we have uniformly met, both from *teachers* and *scholars*, as well as by the attentions and generous hospitality of the parents. It was, however, during the summer months that our path was literally strewn with *flowers*. We found that, in almost every school we visited, much pains had been taken by the children to render our visit pleasant and agreeable;—their persons not only being dressed

in a neat and becoming manner, but, (probably from the hint of a good teacher or a better mother,) the house decorated tastefully with flowers and foliage, carefully culled from the fields and gardens.

We mention these things, not because they are of any importance in themselves, but to show the taste and feeling of the present day, and contrast them with the days that have gone by, when many scholars sought to escape the examinations, and dreaded the appearance of the school committee as if they had been so many police officers. But while we dwell with delight upon the bright shades in the picture, we would not forget nor overlook the spots and blemishes which deform it, though these have been so few, we would rather conceal than publish them.

Among the most prominent defects which we noticed is the want of life and energy, and of a louder tone of voice in both teachers and scholars. This is a fault which has been long and loudly complained of, and one which we hope will some time be corrected. It is one that calls loudly for reform, and we hope those who succeed us in this field of labor will more effectually overcome it. \* \*

SCHOOL COMMITTEE.—*Wm. Bennett, Jr., Ephraim Stow.*

## LANCASTER.

SELECTIONS FROM REPORT. \* \* Some of the classes in this school seemed to indicate, that they had been taught too much in the *mass*, and too little individually. A class may be trained to answer questions simultaneously, all following in the track of one or two more bold and proficient leaders, and thus keep up a very good appearance; when if each were placed on his individual responsibility, most of them would entirely fail. \* \*

The committee cannot refrain here from expressing their gratification at the prompt and vigorous action of the district, during the first portion of the term, in sustaining firmly the government of this school. \* \*

This school was taught during the winter term by a gentleman from the Normal School at Barre. He succeeded admirably in the highest function of the teacher,—that of quickening into life and growth the intellectual powers of the pupils. The recitations in all the classes were not merely an exhibition of knowledge from the memory, but of minds intent and active upon the subject in hand. The order of the school was excellent,—a result which seemed to have been produced, not so much by any special efforts in government, as by turning its interest and activity from collateral objects, and absorbing them in the studies of the place. \* \*

This house has been refitted, and the school divided into two departments,—the younger being committed to the charge of a female instructor. Under this excellent arrangement, both departments are doing well. \* \*

SCHOOL COMMITTEE.—*Edmund H. Sears, Right Cummings, Silas Thurston, Luke Bigelow, John M. Washburn.*

## LEICESTER.

SELECTIONS FROM REPORT. \* \* In the annual report of last year a recommendation was made, and met the approval of the town, that this committee and the several prudential committees, should hold a joint meeting, on as early a day as was practicable, for mutual conference touching the well-being of the schools. Such a meeting was accordingly held on the 12th of April, at which three of this committee were present, and all of the prudential committee men, save one. The records of the school committee state that "a free and general conversation was held, for about two hours, on matters of the most immediate importance to the well-being of the schools,—such as the qualifications of teachers; the compensation to be paid to them; a supply of books for the children; the advisability of making a change in some of the books now in use; the great irregularity of attendance of pupils, and the means of preventing it; and the condition of the

schoolhouses." "A proposition that the several members of the school committee should prepare and give, each in the districts specially assigned to his care, addresses on Common School education, with particular reference to a few topics of urgent importance, was received with general favor." The interview between the committees appeared mutually pleasant, and we hope was not without benefit to all concerned. The committee would recommend that a similar meeting be held early in the coming year.

In compliance with the proposal respecting addresses, we would state that addresses were delivered accordingly, in the following districts. \* \*

This school was taught twelve weeks in the summer. After it had continued six weeks, there was a vacation of four weeks, agreeably to a vote of the district. This was a great detriment to the progress of the school. The scholars' studies were interrupted, their minds detached from their books, and they appeared to have lost in the last half of the time what little ambition they had acquired in the first half. This, with the irregularity of their attendance, rendered the teaching of but little use in the summer. Small progress was made in any branch of education. \* \*

Your committee were pleased with the manner in which the two teachers discharged their office. In the department of reading, for instance, something like system was pursued. It is a very common fault with teachers, and a great fault, too,—to *prompt* the hesitating young reader at every word which he or she cannot immediately pronounce. It seems to be thought that the time is wasted, which a child uses in looking at a word long enough to see the whole of it. As if it were not the very business of the teacher, and the chief object of the school, to lead the children to use their own faculties, and employ the intellectual instruments which the Creator gives them, instead of being made to depend on others for everything they know, and almost every word they speak. We do not want our schools to make parrots, but thinking, reflecting men and women. No good, but much harm, comes from this habit of instantly prompting the young reader, and requiring him directly to pass on to the next word. The scholar learns nothing by this process. In five minutes he will blunder at the same word again. The right way is to give the scholar time to spell out the hard word, affording him, if necessary, a little assistance, to divide it rightly into syllables. In this way, the child will almost invariably learn the word, and will know it again when he sees it. This was, in a good degree, the method followed; and the good effects of it were apparent at the examination. \* \*

We have spoken of the waste and loss of a portion of the school money, occasioned by absences and tardiness on the part of the scholars. There is another way in which the money may be wasted, and not only a part of it but the whole. It is by the employment of incapable and inefficient teachers; of such as do not understand the work they have undertaken to do, and who cannot therefore, of course, pursue any just system or method for its accomplishment. Every mechanic and every farmer knows how essential it is to him to have an acquaintance with the nature of the soil which is to be cultivated, or the material which is to be worked upon, and also with the right method or system of doing the work. Certainly it is not of less importance to the teacher, that he should have a good and accurate knowledge, not of books merely, but of the youthful mind and heart. These constitute the soil upon which he is called to bestow his care and labor. He should know the best method of cultivating this soil. He should know how to give knowledge a grateful and welcome entrance to a child's mind, and how to bring out into the light, and into useful exercise, every capacity and right feeling. All these things the teacher should know. As his scholars study their books, he should be studying their characters and dispositions, learning the peculiarities of each, that he may know how to give to each the instruction he needs, and in the way he needs it. It is vain, or nearly so, that a teacher goes into a school, and pursues a formal, hum-drum, lifeless routine of lessons and recitations. What is wanted, most of all, is, that the mental and moral capacities of each child, whatever those capacities are, one talent, or two, or five, may be brought out into action, self-sustained action. More will then have been done for the real education of the child, than if it were enabled to commit to memory all the treatises on geography, grammar, arithmetic, &c., that ever were written. \* \*

We believe that the same amount of time and money that is now bestowed on our schools, is capable of producing benefits fourfold greater than those the town has yet realized. We hope the day is not distant, which shall convince every one of this. \* \*

SCHOOL COMMITTEE.—*Samuel May, N. P. Denny, William Withington, Moses Harrington, John Nelson.*

### LEOMINSTER.

SELECTIONS FROM REPORT. \* \* This department was composed of scholars who were young and mostly confined to reading and spelling in their exercises. Such schools are the more difficult to keep. It is difficult, in our present modes of teaching, to busy such pupils about their lessons; and hence they, wisely or unwisely, attempt to busy themselves,—and, poor things, they often do it to their sorrow. The compassionate heart of the teacher did not permit her to be as rigid in her discipline as the case demanded; yet the school was quite well managed, and made evident improvement. The teacher will doubtless become hardened by continued employment, so that she will not shrink from making “their legs smart,” unless some other system is adopted to divert and interest young children in our schools. The confidence of the parents in the teacher appeared to have been unbounded, as but three or four were in at the close to see whether she had done her duty or not. \* \*

We are able to speak of the success of our schools, the past year, as good. Though some of the teachers were not what they should have been, yet, as a body, we think they were skilful and energetic, and we would congratulate the town on the success of their labors. In the summer, most of the schools were interrupted, and suffered much from the hooping-cough. In the winter, a portion of them suffered, if not more extensively, certainly more inexcusably, from a dancing school. This species of amusement, when pursued during the continuance of the schools, is directly at variance with their prosperity. Both cannot be attended to at the same time. It is more than useless for scholars to attempt both. We are happy to give the opinion of one of our own experienced and able teachers on this point, as drawn from his own observation the past winter. He speaks decidedly of the pernicious influence of a dancing school on those who attend it while a district school is in progress. His own scholars, who were interested the preceding winter in their studies, and made good progress, while they attended the dancing school this year did comparatively nothing. But after the dancing school had closed, they became interested in their studies again, and made progress. We doubt not that other teachers would give the same testimony, if requested, to the bad influence of a dancing school. From the nature of the case, its influence must be bad; for it occasions many absences, is a common topic of remark, and unavoidably engrosses much of the time and attention that should be devoted to study. As the friends of the young, therefore, and desirous of promoting the cause of education, having witnessed the effect of this kind of amusement, not only the last winter but before, your committee most earnestly desire and request that our schools may not hereafter be injured in this way. If dancing must be attended to, and we do not now give our opinion either for or against it, let it be at the proper time; let it be either before the district schools have commenced, or after they have closed. \* \*

SCHOOL COMMITTEE.—*O. G. Hubbard, Rufus P. Stebbins, C. C. Field, C. W. Wilder, Solon Carter.*

### LUNENBURG.

SELECTIONS FROM [PRINTED] REPORT. \* \* When we look around, on the day of examination, and see whose seats are vacated, we have reason to suppose that the scholars are absent for the reason that they have made so little progress,



that they prefer keeping out of sight, thereby saving themselves the mortification of exposing their negligence. When parents and guardians suffer their children to be absent on such occasions, on some *frivolous* and perhaps *false* pretext, they do not make that improvement which they would, were they given to understand that they must attend the school at the close, and that *they*, the parents and guardians, will also attend such examination. \* \*

We regret to say, that very few of the scholars attended to the study of geography and mental arithmetic; the latter of which we consider of great importance. We have ever noticed that scholars, who have obtained a good knowledge of mental arithmetic, acquire a much better knowledge of written arithmetic, and obtain it in a much shorter space of time. \* \*

In this school, abstract rules in arithmetic were given with promptness; but, when questions were given by the committee to the scholars, to solve and explain, there appeared to be a failure; hence it appeared, that more time had been expended in committing the mechanical rules of arithmetic to memory, than to the actual performance of arithmetical questions by analysis; however, different persons view this subject in different lights; your present committee are decidedly in favor of the latter mode, that arithmetic should be taught by analysis, rather than by abstract and arbitrary rules. \* \*

In reporting the state of the schools, we have thus far said nothing in regard to *writing*. This branch is rather an *art*, than a *science*. Many of our schoolhouses are badly constructed, some of them being too small to enable the scholars to give much attention to this branch. While so many recitations call the attention of the teacher, we would suggest, whether it would not be expedient to exclude writing from our schools, and employ a teacher expressly for this purpose, to go into the respective districts in the town, either before the opening, or after the close of the winter school. It is a well-known fact, that many people have acquired a fortune by the use of their pen, even when their literary attainments were decidedly below mediocrity; this is a sufficient reason why this art should be taught independently of the other branches of education. We think *twelve* lessons, of one hour each, taught by an experienced teacher, will do more for a school, than eight weeks in the ordinary mode of teaching writing in our Common Schools. We therefore call the attention of the town particularly to this subject, recommending to them to appropriate or apportion a certain sum expressly for this purpose.

*Visiting.* We are happy in saying that parents and guardians are taking an interest in the education of their children, inasmuch that they attend the examination of the schools in many of the districts. \* \*

As it respects written arithmetic, it is frequently taught too mechanically, teachers being satisfied when their pupils can give an abstract rule, and without their going into actual performance of the problems by analysis. Recitations in arithmetic never should be passed over without being demonstrated and explained, either by the teacher or scholars, upon the black-board. We say the same in regard to geography. \* \*

The committee think it is coming within their sphere to specify certain causes which sometimes injure our schools; that is, interference by members of the district, and frequently by *parents*, with the government and arrangement of the schools. The rules, regulations and government of different families are various. Some are governed in one way, and some in another. Now, if each parent says his children must be governed at school as at home, it is evident this mode must produce confusion. Even if every kind of government introduced into families were *wise*, they could not *all* be introduced into one school. Not unfrequently do parents say what *shall* and what shall *not* be done in school. One sends a message to the teacher, another a billet, and a third goes himself, to regulate and set things right. One complains that the teacher is too strict, another, that there is no order at all; one would have his children read and spell more; another says his children learn comparatively nothing; and perhaps another says, by his actions if not by words, that he will not be satisfied with the teacher, for the simple reason that the district were not generally satisfied with the teacher that he employed the year before; and when parents and guardians discuss such subjects in presence of their

children, needs the question to be asked, whether it be possible for the most *active* and *energetic* teacher that ever entered a schoolroom, either to govern or teach a school under such circumstances? \* \*

Your committee believe that, if every child that enters the schoolroom should go there with the impression from his parent or master that the authority of the teacher is necessary and legal, and must be sustained; that he must submit to all wholesome regulations, and that no infraction by him will be countenanced, this impression would dispense with the necessity of those severe penalties which, without it, are often indispensable.

SCHOOL COMMITTEE.—*Cyrus Kilburn, Solomon Tarbell, Jr., Ephraim Graham.*

## MENDON.

**SELECTION FROM REPORT.** \* \* The division of school districts is a subject on which the town is frequently called upon to act. The object of dividing the town into districts is to bestow the advantages of a school upon all the children of the town, without compelling them to travel an unreasonable distance. If the town was sufficiently compact to permit all its children to assemble in one place, they might then be divided into schools, so that all those in the same school might be pursuing the same studies. By such an arrangement, there would not be more than three or four studies, and one class for each study, in any school; and among the smaller scholars, not more than one or two classes for a school. In such schools, the teachers, having so few studies and so few classes to attend to, would have ample time to hear all and the fullest recitations, and to elucidate every subject so as to present it to the minds of their pupils in the clearest light. What a contrast between such schools and some of our present ones, in one of which the teacher informed the committee that he had from twenty-five to thirty recitations to hear, in a day. In such schools too, for all the smaller scholars, who would compose more than half of the schools, female teachers might be employed, and thus the schools would be greatly lengthened. But the limits of this town are too extensive for such a classification of our schools. Ought we not then to approach as near to such a division as possible?

But some of you may ask, how shall this be done? We will answer. Districts should be divided, not on account of the number of scholars, but only when their limits are too extensive to permit all the scholars to attend one school. If, then, in any district there are too many scholars for one school, let the scholars be divided into two or more schools, and the district remain united. If there are two or more districts sufficiently near each other for all the scholars to meet together, let them be united, and the scholars divided into schools according to their advancement and the studies they are pursuing. And if there are two or more districts, only sufficiently near each other so that the large scholars can all attend the same school, (and they can travel a mile or a mile and a half with ease;) let the inhabitants of those districts take advantage of a recent law of our Legislature, and form a Union School for the older scholars, and let the small children attend female schools in the several districts.

According to this plan, the two school districts at Millville might be united and form two schools, according to the ages of the scholars. The Blackstone and Waterford districts might unite and form three or four schools; and the twelfth district might be set off to the adjoining districts, and thus be annihilated. The fifth school district and the sixth, at South Mendon, might form a central school for the older scholars, and have a female school for small children, kept in the summer season, in each of the present districts.

Let us now look to the economy of the two plans.

The two districts at Millville draw, - -	{	No. 10, - -	\$162 00
		No. 13, - -	\$173 00
		Total, - -	<u>\$335 00</u>

As the money is now expended, this sum enables the districts to have,

<i>In District No. 10,</i>			<i>In District No. 13,</i>		
A summer school at \$12 a mo.	4 mo.	= \$48	Summer school, 5 mo.	\$12	= \$60
A winter " " \$26	4 mo.	= 104	Winter " 4 mo.	\$26	= 104
Costing, - - - \$152			Costing, - - - \$164		
Leaving a small sum in each district for fuel, &c. Both spend \$152 + 164 = \$316.					
But unite the districts, and increase the wages of the teachers, and they might have,					
A winter school for the older scholars, at \$32 instead of \$26 a mo. for 5 mos.			= \$160		
A summer " " small " " \$15			" \$12 " " 10 mos. = \$150		
			Total. - - - \$310		

By this plan, the school for the older scholars would learn as much in three months, (as better teachers could be employed by the increase of wages,) as they do now in the four months; consequently, two months are gained, which, at \$32 a month, - - - - - = \$64

The school for small scholars would learn as much in six months as they do now in both the summer and winter schools; consequently, four months are gained, at \$15, - - - - - = 60

Add the difference between the total amount spent in the two plans, - - - 6

Total gain by uniting the districts, - - - - - \$130

If the Blackstone and Waterford districts were united, they might have, instead of their present schools, two schools for children under six years, (one at Blackstone and one at Waterford,) nine months each; one female school, for those between six and twelve years, for ten months; and a male school, for those over twelve years, for five months.

The fifth and sixth districts draw about \$270.

This enables each district to have a summer school, 4 months, \$12, - = \$48  
And a winter " 3 months, \$26, - = 78

Total for each district, - - - - - 126  
× 2

Total for both districts, - - - - - \$252

This sum of \$252 would enable the two districts to have a central school for the older scholars, for 4 months, at \$30, - - - - - = \$120

And a summer school in each district, for 5½ mos. at \$12 = \$66 for each,  
for both, - - - - - 132

Total, - - - - - \$252

Two months of the central school, being composed only of large scholars, would be equal to the three months' winter school, as at present conducted; consequently, 2 months would be gained, at \$30 a month, - - - = \$60

And the small scholars would learn as much in 4 months as they do now in the summer and winter schools; consequently, 1½ months in each district, or 3 months in both, will be gained,—which, at \$12 a month, - - - = 36

Total gain, - - - - - \$96

Similar plans to the foregoing have been adopted in many parts of the State, and the committee present these views to the town, that the inhabitants of the several districts may look into them, and, if they find them correct, adopt them. \* \*

SCHOOL COMMITTEE.—*Louis Cook, Francis Kelly.*

## MILFORD.

SELECTIONS FROM REPORT. \* \* We cannot forbear adverting again to a topic brought to view in a former report, which very specially deserves the attention of prudential committees. It is no uncommon occurrence, that persons of doubtful qualifications, seeking employment as teachers, offer their services to prudential committees, near the time when the districts are expecting their schools to commence, and at that late period apply to the public committee for examination. The committee then are limited to the poor choice of one of two evils,—either to give a certificate against their own judgment, or disappoint the district and mortify the applicant. \* \*

We cannot but wonder that any should be willing to apply for examination, when they must know themselves to be deficient, and thus expose themselves to the mortification of either being refused or but barely accepted. In some cases, when the committee have found themselves obliged to refuse a certificate, the applicant has apologized for his failure by saying, that he had honestly presented himself as he was, without any extra preparation, or spending any time in reviewing. It is needless to say, that such applicants have found in the committee very little sympathy. The reasonable question is, Why did they ever *apply* for a certificate, or present themselves for examination, without preparation or without reviewing? The fault was not in being destitute of qualifications which their proper station did not require them to possess, but in attempting to occupy a station for which they were not qualified. \* \*

SCHOOL COMMITTEE.—*D. Long, L. Holbrook.*

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## MILLBURY.

SELECTIONS FROM REPORT. \* \* The committee have the happiness to report, that most of the schools have been prosperous and successful, especially in some things. The very common fault, to which your attention was called last year, has been in a great degree amended,—viz. of failing to give full sound to the letters and distinct articulation to the word. This fault the committee have paid much attention to, considering it of the highest importance that scholars should first learn how to *speak* their native language before they attempt to read or write it. The peculiar dialect and pronunciation known the world over as the "*Yankee dialect*," has unquestionably grown up from our Common Schools. Young scholars almost uniformly fail to give distinct utterance to the labial letters, having never been taught to give a proper muscular compression to the lips. It is a secret much better understood on the stage than in the Common School, that to be heard depends not so much on the power of the lungs, as on the articulation of the voice. The tragedian will be distinctly understood throughout a large and crowded house, in *whispers*, while the schoolboy fails to be understood in a small schoolroom. \* \*

\* \* The master in this school represented the tyrant more than the teacher. Taking it for granted that the scholars were rogues, he held them all at arm's length; and the consequence was, that a large number left the school, and but little improvement was made. \* \*

The committee would take this opportunity to suggest to the Honorable Board of Education the propriety of having published under their supervision a series of text books for the use of Common Schools, and thus removing at once the numberless evils which grow out of the present diversity of school books. By adopting this course, the committee are firmly persuaded that the cause of popular education would be greatly promoted throughout the State. \* \*

SCHOOL COMMITTEE.—*Asa H. Waters, S. G. Buckingham, N. Beach.*

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## NEW BRAINTREE.

SELECTION FROM REPORT. \* \* Your committee give it as their opinion, that there is a more punctual attendance of scholars in all the schools, than in years

past. In the register of district No 6, the returns as for two or three years past, show that the average attendance has been but *one* short of the whole number of scholars. It is manifest, also, from the attendance of parents on the examination of schools, that they are becoming more and more interested in the education of their children. This is one of the most effectual methods of impressing on the minds of the teachers a proper sense of their great responsibility. \* \*

SCHOOL COMMITTEE.—*John Fiske, Samuel Mixer, Hollis Todd.*

## NORTHBOROUGH.

SELECTIONS FROM REPORT. \* \* In the annual reports which have been made to the town for several of the years last past, an appeal has been made in behalf of the summer schools. It is a lamentable fact, that with some honorable exceptions, they have degenerated into mere infant schools. Few have attended them over ten years old, and farmers' boys are kept out of school a great part of the time during the busy seasons, at a much earlier age. This seems hardly right, when the town makes so liberal provision for the education of its children and youth. The summer schools are supported at a very considerable expense. Competent teachers are, or may be provided; and yet in some of the districts, one-half of the children of a suitable age to attend, are kept out of school, and their studies suspended for nine months in the year.

Can it be supposed that such children can keep pace with their more favored companions, who are allowed to pursue their studies without interruption, during the continuance of the summer schools? In the opinion of your committee, the marked difference between the two sexes in literary improvement, is to be attributed in a great measure to this cause. That difference does not exist, or at least, to an equal extent, where both sexes enjoy equal advantages. Besides, your committee think, that the foundation of a good education should be laid in the summer schools, and that the best time for acquiring distinct enunciation, and an easy and natural manner in reading, as well as for learning the art of spelling, is while the child is under ten years of age, and is, or should be, under the care of female teachers. \* \*

Your committee would congratulate the town, and especially the district more immediately concerned, on the erection of another new schoolhouse. The contrast between the new and the old was very striking. Instead of the contracted, misshapen, defaced, cold, cheerless apartment that had served the purpose of a schoolroom up to this time, the spectators, on entering the new building, were greeted with the sight of a beautiful hall of spacious dimensions, neat, well warmed, well ventilated, furnished with commodious seats and benches, and what are important items in the furniture of a schoolhouse, scrapers, mats, and brooms. Everything wore a cheerful aspect. The scholars looked better, and it cannot be doubted, felt better, and studied more diligently, and conducted themselves with more propriety. The child is insensibly influenced by surrounding objects. *The eye affects the heart.* Where all around him is neat, commodious, and beautiful, the love of neatness, of order, and of beauty, will be awakened in his young bosom, and will become a part of his character. On the score of economy, too, as well as for the moral influence on the scholars, a schoolhouse with all its appurtenances should be finished in good taste and elegance, and with outward adornment. The child feels no sort of respect for a building that is ugly without, and filthy within; and he may not be easily restrained from committing depredations on the old and unpainted boards and benches with that destructive instrument with which almost every New England schoolboy is armed,—a *pocket knife*.

But he must be a barbarian indeed, and fit to live only among savages, who could deface what is elegant and beautiful; and accordingly it is found, that while the old schoolhouses have been shamefully abused, both without and within, those which have been recently erected, have been hitherto preserved, in a great measure, from injury or defacement.

The board would invite the attention of the town to the new arrangement in several of the schoolhouses recently erected, by which a partial separation of the

younger scholars from the rest of the school is easily effected,—the method pursued in the north school. Here, as well as in the south district, an apartment has been fitted up for the younger classes, to which they retire, and where they read and spell and recite their lessons under the care of one of the older scholars. \* \*

SCHOOL COMMITTEE.—*Jos. Allen, Joshua Bates, Martin L. Stowe, John F. Fay.*

### NORTHBRIDGE.

SELECTION FROM REPORT. \* \* Upon the whole, there has been for the last few years, a very perceptible change for the better in the *pronunciation* of the pupils. By directing the attention of teachers to the point, and also of the pupils at our successive visitations, an antiquated and provincial pronunciation has been generally abandoned, and a style more in accordance with good usage adopted in its place. \* \*

SCHOOL COMMITTEE.—*Lewis Pennell, Israel Plummer, Levi Fuller.*

### NORTH BROOKFIELD.

SELECTIONS FROM REPORT. \* \* The loss by inconstancy of attendance is serious,—serious to the children,—serious to the parents, and to the whole community. For the rising generation are educated for the great whole, no less than for themselves and their friends. The State is educating her sons and daughters for her own intelligence, respectability, safety and weight of character in the Union and the world. As it is said that time is more than money, so we may say that the education of our children is more than money, or extensive territory, or a numerous population. This is one thing amongst others, which has given Massachusetts such an ascendancy among her sister States. Every one knows that her influence and weight in the Union have not arisen from her numerical strength, or the extent of her territory; we must look somewhere else for their origin; and the general diffusion of knowledge amongst the young, by our excellent system of schooling, unquestionably has had its effect. \* \*

Most of the teachers, on examination, appeared to be well qualified for the discharge of the duties which the places they expected to occupy would demand. There were, however, a few cases in which there appeared some deficiency, and the deficiency was made apparent by the examination of the school. Your committee are sometimes embarrassed. A person, for instance, is presented for examination, who, in some respects, is not qualified to instruct a Public School. But such an arrangement has been made by the prudential committee and the expected teacher or his friends, as almost to extort a certificate from your committee. The refusal of a certificate would be a most painful disappointment to all concerned, and still were the prosperity of the school solely consulted, a certificate would be refused under other circumstances. Your committee hope never again to be placed in such an unpleasant predicament. Let the expected teacher be brought forward for examination, without any obstacle to free and proper action, such as the welfare of our schools demands. \* \*

Your committee suppose that the object of the second examination of a school just before it closes, is to ascertain how it has been instructed, and what improvement the scholars have made of their advantages to obtain useful knowledge. It is therefore not advisable for a teacher to drill his pupils upon any particular branch of study, to the exclusion of other branches, or upon any particular lessons in the different branches, in order to have the closing examination confined to those lessons. Some denominate such a course a *preparation for examination*. Whereas the only suitable preparation for this is, to govern and instruct the scholars in the very best manner, from beginning to end, with a seasonable review of their studies, previous to the examination. The great object of the teacher should be to benefit his scholars to the utmost extent of his ability, and remun-

rate their friends for the labor and expense they incur by sustaining the school. The course which some teachers are disposed to pursue in the closing examination, would not tell a true story about the state of the schools under their instruction. It is not a matter of wonder that a teacher, however unfaithful, superficial, or injudicious he may have been, should desire his pupils to appear to the best advantage when their parents and friends attend examination under the supervision of the committee. But the school ought to speak for itself, and appear to be what it really is. In order for this, it is necessary that the scholars be not confined, in the public examination, to any particular lessons on which they have bestowed very special labor, in distinction from others in the several branches they have studied. Nor should the teacher answer half the questions, proposed to the pupils either by himself or the committee. Such a course would not enable the committee, or the visitors and friends, to ascertain what improvement the scholars have made, or how much they know; but rather what is known by the teacher, which is always supposed to have been ascertained before he commenced his labors. The object is not to examine the teacher, but his school; the state of which will speak to his praise or dispraise. Where such a method is adopted at the public examination, it is easy to perceive, that there has been some essential defect, to hide which, an attempt is now made. While your committee suppose that the mode of examination is under their direction, they would avoid, as far as a discharge of duty will allow, everything that would give umbrage, or excite unpleasant feelings. \* \*

If parents would promote the cause of education around them, and contribute to the intellectual improvement of their children, let them feel and manifest a deep concern in the matter,—let them encourage their children to make advances, and especially visit their school at the examination by the committee. They can then see for themselves, whether their money has been well expended or thrown away. The subject of education, particularly that of their own children, is too important to be treated with indifference. No man would treat with indifference the training of his beast. But is not *one* of their children of more value than many beasts? Then let them look to his intellectual training, and to the intellectual training of all the children whom Divine Providence has placed under their care. It is a duty they owe to them, to their country and their God.

Your committee would add, that the schools under their supervision the past year, taken in the mass, have made commendable progress, and are in a prosperous state. The cause of education among us has advanced to a point to which it never before attained. \* \*

Your committee have to say further, that the registers kept by the school teachers must be seasonably returned, in order that the committee make their annual report to the town, and their return to the office of the Secretary of State. Some of these registers are returned in an unfinished condition; while others, without any intention, it is presumed, are not returned until a very late hour. Your committee would respectfully suggest, whether some order might not be taken by the town, so that no teacher shall receive his wages till he has made the return of the register he has kept to the school committee, in a finished state. \* \*

SCHOOL COMMITTEE.—*Thomas Snell, Bonum Nye, Chauncy Edmunds.*

## OAKHAM.

SELECTION FROM REPORT. \* \* In conclusion, your committee would recommend to parents and guardians of youth, to impress on the minds of those under their care the importance of their continuing to attend the Common Schools, even after they have arrived to the stature of men and women, as one of the best means to keep up an interest in the schools, as well as to prepare themselves for usefulness in the world. \* \*

SCHOOL COMMITTEE.—*James Kimball, Horace P. Wakefield.*

## OXFORD.

**SELECTION FROM REPORT.** \* \* To awaken a general interest in the subject of schools, your committee would recommend the formation of a school teachers' association, to be composed of teachers, together with the town and prudential committees, to meet at such time and place, and pursue such a course, as shall best promote a general interest in our schools throughout the town. We doubt not, such an association would have a tendency to produce harmony of feeling and action, and a similarity of views with regard to the objects contemplated in the system of Common School education in this Commonwealth; and also in the means of best securing those objects. If such results may reasonably be anticipated, as the fruit of such an association, its importance is at once apparent. It has often been the case that ignorance of the law, relating to the establishment and supervision of Common Schools, has unhappily brought the town's committee into collision, either with the teacher or with the prudential committee, or with the district, and sometimes with all of them, producing results most unpleasant to all concerned, and perhaps disastrous to the school. Now would not such an association, properly conducted, tend to diffuse light on this subject, and on all others of practical importance, and also to excite emulation and enterprize among teachers, and promote the peace and prosperity of districts and schools? \* \*

SCHOOL COMMITTEE.—*H. Bardwell, A. Smith Lyon.*

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## PAXTON.

**SELECTIONS FROM REPORT.** \* \* A good degree of interest has been manifested in the several departments of study, in which the scholars have been engaged; and their success in this great business of preparation for the duties of life, has well repaid the time and money that have been expended. The heedlessness of some, however, (as is too often the case,) renders it necessary for us to say that there are a few in almost every school, who, we fear, have not grown wiser, and who justly merit the disgraceful title of a committee on idleness. It is hoped, however, that during the coming year they will see fit to resign their office. \* \*

No school can sustain a high rank with an indifferent teacher. The importance of procuring well qualified teachers is too little realized. As he must be a rich man who can afford to work with poor tools; so must that be a rich district and a learned school, that can afford a poor teacher. \* \*

Every school should be provided with a large black-board, at least three feet by six. The advantages of such a board are certainly beyond the comprehension of any who have never experienced or witnessed them. Globes, maps, diagrams, &c., may be very profitably used in every school. \* \*

SCHOOL COMMITTEE.—*William Phipps, James Day, Edward M. Wheeler.*

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## PETERSHAM.

**SELECTIONS FROM REPORT.** \* \* For four years past, one of your committee can say that he has seen a slow, but certain advancement in the Common Schools of this town. The reason for this, we feel confident, is owing to a greater interest which the community generally feels in such schools.

Our Commonwealth has roused from a long slumber, never to sleep again, we hope, upon this subject. Our Legislature have acted like men, seeking the best interest of the present and future generations. It saw in the neglect and decline of Common Schools, the downfall of general intelligence, virtue, patriotism and freedom. It has redeemed its honor. It has done its best to raise the character of those schools. It has reached out its fostering hand to build them up, and make them all that the lover of his country could desire. We thank those men, good and true, for what they have done. If they have failed in any one point, in



selecting the very best means to promote the good of those schools, it is because man is imperfect.

Parents feel a deeper interest in, and are doing more for, Common Schools, in tearing down the miserable old schoolhouses and putting up new, pleasant and convenient ones. Parents now visit these schools more than formerly, yet not half as much as they should. School committees now demand a higher standard of qualifications of teachers. They are not as strict, however, in this particular, as they should be.

Committee men now feel themselves under stronger obligations to visit schools; and when in them, they take more pains to arouse the scholar's ambition, and to excite his interest in his studies. Teachers now feel that they have something to do, besides passing away the hours, days and months, in the most easy manner. They know that their services will be appreciated only in proportion to the amount of substantial and useful knowledge they lead their scholars to acquire. The whole machinery of Common Schools now moves on more smoothly and efficiently than formerly; and may the arm that would interpose any obstruction before its wheels, be struck down and paralyzed!

Our schools are better taught than formerly, for they are taught more *practically*. The scholar is now made to see and feel the use, the value of his studies, by a variety of questions put to him by his teacher. The black-board is made to him a miniature life of the various branches of business he may be called to follow in manhood. Let no one think lightly of its use. It possesses great advantages, of making studies plain, especially the mathematical; and it is now used in teaching almost every branch of science. Some of our school teachers are not as familiar with the use of it as they ought to be. \* \*

Your committee feel in duty bound to say, that with one or two exceptions, our best schools were taught by females during the past winter. Some may doubt the propriety of saying this; but why not say it? 'Tis sober truth. And we say it, not to flatter the young ladies who have taught so well, but because we must award to them the meed of praise which they so richly deserve. If they do well, we will praise them for it; for it is little else they get besides praise. We cannot and will not withhold from them, the well-earned honors of their fidelity in school teaching, for they are not more than half paid for their valuable services in this department. The common wages of female teachers is from \$1 50 to \$3 per week, while that of males is from \$4 to \$8 per week. Now why is this? Why should a *female* teacher receive but *half* as much reward for doing as *much good* as a *male* teacher?

We have paid this winter, and we pay every winter, male teachers from \$18 to \$24 per month, who have rendered no better service than some of our female teachers, to whom we pay the stinted price of \$8 per month only. We say not this because we think young men are too highly compensated for teaching, but because we feel there is not a sufficient compensation offered, to secure the services of our intelligent and efficient female teachers. If it is just to reward every *man* according to *his works*, is it not also just to reward every *woman* according to her works? \* \*

SCHOOL COMMITTEE.—John H. Willis, Solomon Clark.

## PHILLIPSTON.

SELECTIONS FROM REPORT. The schoolhouses in town are all in a state of good repair. In No. 3 they have procured a ventilating stove, of a new construction, which keeps the air in the room pure, and is superior to any other method of ventilation known to your committee. If every district could procure one of the kind, it is believed they would be amply compensated by the more rapid progress of the pupils, and the preservation of their health. \* \*

\* \* One exercise was introduced into this school, which has not been common in our district schools, but is introduced, we understand, in the schools in Boston, and is recommended to be generally adopted. We refer to the practice of singing. Miss B. spent a little time daily, mostly after the close of regular

school hours, in teaching her pupils to sing. It was interesting to see the progress they made in the art, for the time devoted to the exercise. And so far from being a hindrance to their ordinary studies, we believe they made decidedly greater improvement in all the branches attended to, than would have been made if no attention had been given to music. And we think it desirable to have singing introduced into all our district schools, when circumstances will conveniently admit of it. It has a happy influence in cultivating the mild and more amiable qualities of character. It exhilarates the mind, and fits the pupil to pursue his studies with a better relish. Whether it would not be expedient to employ some one, to go from district to district, to teach in singing, as so few of our Common School teachers are qualified to instruct in music, is a question worthy of consideration, if not of an experiment. At any rate, we do not hesitate to recommend to teachers suitably qualified, to introduce singing into their schools. \* \*

For such children as usually attend our district schools in summer, females undoubtedly make altogether the best teachers. And some females of rare qualifications, would be capable of conducting most of our winter schools to good advantage, and might succeed perhaps as well, or better than a majority of male teachers. We think, however, that only a small proportion of those who are well qualified to teach our summer schools, ought to undertake a winter school, unless it be in districts where there are no large scholars. It has the effect to exclude some of the older scholars, before they have finished their education. In most of our districts we find a number of young persons, from 18 to 20 years of age and upwards, who *wish* and who *ought* to attend school one or two terms more, but would feel themselves to be virtually excluded if a female teacher were placed at the head of the school. In one of our districts, the whole number who attended school was 36, of whom 14 were over 16 years of age, and were the most constant attendants. A large proportion of these were young men, from 18 to 21, who would not have attended under a female teacher, and who could not have been benefited by one of ordinary qualifications. \* \*

SCHOOL COMMITTEE.—*Alexander Lovell, Curtis Powers, Courtlon Sanderson.*

## PRINCETON.

SELECTIONS FROM REPORT. \* \* The process of decomposing air, of exhausting the vital, and sending forth the deadly part, is carried on to some considerable extent in a school of 40 or 50 persons, whose lungs are continually in operation; and the air from this, to say nothing of other causes, very soon becomes unfit for respiration. Languor and weariness are the certain consequences, and the pupils are disqualified for study till they can inhale a fresh supply of pure air. Nor are these the only effects; for oftentimes, by breathing so much impurity, the "seeds of disease and premature death are sown in the system," which in subsequent years bring forth abundant fruits. "It is the decided opinion of the most eminent physicians, that the seeds of consumption have been sown," like tares, among the seeds of knowledge, during school hours, though that disease did not appear till years had rolled away, and the diminutive schoolroom, with its ill-constructed seats and desks, and its smoky and fetid atmosphere lived only in the memory. Now many of these evils can be avoided by proper ventilation. If this cannot be done otherwise, it would be for the interest of any parent, who has a single child to place in the school, to incur the whole expense himself, rather than suffer it to go undone; and, sooner or later, be obliged to pay, perhaps, ten times the amount, in a physician's bill. \* \*

Retrenchment is better almost any where else than in the means of moral and intellectual culture. Here liberality is economy; for "he that soweth bountifully shall reap also bountifully"; and, in the words of the "wise man," "there is that scattereth and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty." And of all others, moral and intellectual poverty is the worst, and the most to be dreaded and shunned. \* \*

Your committee would recommend that no teacher be allowed to receive pay

until his or her register be properly made out and returned to the examining committee.

**SCHOOL COMMITTEE.**—*Willard M. Harding, Harlow Skinner, Charles Skinner, John Brooks, Alphonso Brooks.*

### ROYALSTON.

**SELECTIONS FROM REPORT.** \* \* The class of which your committee have last spoken should, therefore, view the money which they expend for the purposes of general education, in the light of a premium, paid for the insurance of what they hold most dear in life. Besides, it will not cost near the amount to educate a given population, that it will to keep under, by force, an ignorant population, or to repair the injury done by their depredations and to try and punish the criminals. Would England educate her ignorant millions, it would cost her far less than it does to try, transport, or execute the criminals, and maintain her standing armies to preserve order and individual rights,—to say nothing of the immense loss of property, destroyed by the excitement of her ignorant and degraded population.

These thoughts are briefly thrown out, that every one may see that the support of our school system, instead of being a burden, relieves us from what, without it, would prove a most oppressive burden. As then the wealthy citizen does not complain of the premium he pays to a corporation for the insurance of his property, so he should not grudge the money he contributes to educate the children of his poorer neighbor. \* \*

\* \* As we have no voice in the selection of teachers, and can only exercise the veto power upon the action of the prudential committee, by withholding certificates of qualification, a sense of duty to the town and to the best interests of the rising generation, induces us to make a few statements and remarks. Were only a fraction of the money which the town raises by taxes, wasted in any other way, which is worse than wasted annually in our schools;—or were it spent by any agent of the town, without receiving any better equivalent than is received for no small part of our school money, the town would, if possible, recover it by an action at law; or they would eject such agent from office. Your committee can say, that after a thorough examination their duty appeared plain, so far as *literary* qualifications were concerned, to give legal certificates to every applicant, at the time of examination, excepting two. \* \*

The schoolroom is the last place in the world in which a lazy person, a drone, should be placed as a teacher. Better, far better, for the district to give such a person his wages, if he must have their money, and then keep the schoolhouse under lock and key, and their children at home, than to place them in his presence to acquire his own lazy, dronish habits,—to be ungoverned, and uninterested in the objects of their school. \* \*

To secure the best results of our school system, the houses in which the schools are taught should be pleasantly located, rendered inviting in their appearance, large enough to accommodate the schools without being crowded, and so constructed as to be convenient for teachers and scholars. One reason why so little improvement is made in the art of penmanship, is the ill construction of the desks on which the pupils write. It would be marvellous if they should learn to write with ease and elegance, when their position while acquiring the art, is such as to cramp every muscle employed in moving the pen. And then, again, who can make those little urchins, who usually sit upon what is termed the *low* seat, love the schoolroom, or keep them still, when their seat is so *high* that their feet cannot reach the floor by a foot perhaps, but hang dangling like a useless excrescence, the circulation soon becoming checked, or entirely suspended in their limbs, and their whole position such as to put their easily excited nerves in torture. The punishments which they so often receive for their restlessness, ought in justice to be administered to those who compel them to sit in a position, where it is out of the power of man, unless he can annihilate their nervous system, to keep them still for three, or even one hour, in succession. The old repudiated practice of

our fathers, of putting the unruly children, upon the Sabbath, in the *stocks*, was a merciful one, compared with the practice of many in this enlightened age who compel their children, year after year, to sit in a position in the schoolhouse which puts the whole system in pain, and is the occasion of their receiving nine tenths of their punishments. \* \*

SCHOOL COMMITTEE.—*Samuel H. Peckham, Ebenezer Perkins, Silas Kenney.*

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## RUTLAND.

SELECTIONS FROM REPORT. \* \* Each scholar should have an equal opportunity in our Common Schools for acquiring knowledge. And can there be a more equitable plan, one more truly republican, than so districting the town, and so dividing the money, that each scholar in the town shall have this privilege? No reason in the world can be given, why one Common School in a town should have more money, more time, and a better teacher than another. If one district be poor, it is no reason why the children of this district should be deprived of Common School education, but a very powerful reason to the contrary. \* \*

Is not this statement sufficient to induce the town to make at least an attempt at a thorough revolution in our districts? Sacrifice of feeling, of convenience, and of money, in many cases no doubt will be required. But where is there a well-wisher to the town, who would not cheerfully make this sacrifice for the general good? In this case patriotism demands that we love our neighbor as we love ourselves. Indeed, we cannot love ourselves as we ought, unless we seek to educate our neighbor's children as well as our own. Self-interest demands that, as nearly as possible, all the children in town should have an equal opportunity for gaining instruction. As the town is now districted, not only do the small districts suffer, but all the districts suffer. \* \*

Were our Common Schools what they might be, and would be, could the above plan be adopted, our young people would not be compelled to go to high schools and academies to obtain an education. They would cheerfully attend our Common Schools, and be the means of giving them a new impulse, and of raising at once their character. If it should be thought impracticable to district the town anew, your committee would again suggest the plan presented the last year, of uniting a number of districts into one, and of placing the younger scholars under the care of female teachers, and of employing a gentleman of liberal education, during the year, to instruct the more advanced scholars. \* \*

SCHOOL COMMITTEE.—*Josiah Clark, Edwin Henry, John Cowden.*

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## SHREWSBURY.

SELECTIONS FROM REPORT. \* \* One fact we would notice, which needs correcting, which is non-attendance at the closing examinations of our schools. \* \* The committee are not aware of any prevailing epidemic, or any unusual sickness having been in our borders, that should have kept such a proportion of our scholars away at those interesting periods; but they attribute it to a habit which prevails more or less in all towns, for scholars to dodge the examinations. Some happen to be so industrious, have so much to do, that they must leave the school near the last week; \* \* and others, from a conviction that they have mis-spent their time, and knowing that they should make a bad appearance if there. Yet from whatever cause, except sickness, this staying away from examinations is morally wrong; and parents who permit it, or connive at it, do their children a great injury. \* \*

The committee would recommend the appropriation of a larger sum of money for the schools. We know that retrenchment is the order of the day throughout our land; but we think it should begin on other things, and end before it reaches our Common Schools. Retrench in every thing else before you decide to take one cent from our appropriations for them. \* \*

SCHOOL COMMITTEE.—*Jonas M. Miles, Wm. H. Knowlton.*

## SOUTHBOROUGH.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Joel Burnett, Peter P. Howe, Gabriel Parker*

## SOUTHBRIDGE.

SELECTIONS FROM REPORT. \* \* The committee recommend that, in future, each member of the committee shall make a record of each visitation made by himself, and that the substance of these records shall be embodied in the annual report of the committee to the town,—so that the town may be better able to judge of the manner in which their funds have been expended, and of the relative progress and usefulness of the several schools. It can hardly fail to be of some benefit both to teachers and scholars, and to the districts likewise, to know that the character of the several schools will be annually published. \* \*

*Uniformity in school books.* We have sought to remedy the most palpable evils, by the method appointed by the Statutes; and one object which we have had constantly in view has been to diminish the expense of school books. To explain more fully our purposes and acts in relation to this particular, we here present a circular, which was printed and distributed through the town in July last. It was not to be expected that the committee would be entirely successful in the first attempt to carry out this plan of reformation. Yet they are happy to say that much has been done, and they rely with confidence on its full success. \* \*

SCHOOL COMMITTEE.—*Sewall S. Cutting, Eber Carpenter, Franklin Whitaker, Moses Plimpton, Geo. A. Willard.*

## SPENCER.

SELECTIONS FROM REPORT. \* \* On the whole, we think the people have been fortunate in the instructors they have employed, though all the districts have not been equally fortunate. Most of the teachers were young and without experience in the art of teaching. One of them had not reached the end of her fifteenth year when she commenced her labors. Another was barely sixteen. While we would speak in commendation of those two individuals, we would express our conviction that we have few schools in town, over which persons of that age ought to preside. They may succeed better than some that are older. They may possess adequate literary qualifications, but they cannot be expected to possess that knowledge of human nature, that maturity of judgment, which are requisite to a right exercise of authority over such a little world as we find in our schoolhouses. We are aware that inexperienced teachers must be employed, as a supply of others cannot be obtained; but we would recommend to the prudential committee to have some regard to the age and general character of the persons they employ. \* \*

The committee will suggest a plan which they would like to see carried into effect as an experiment, if nothing more. At the opening of the winter school, let the gentlemen in the district form themselves into a number of committees, two or three in each. Let a time be fixed upon when each committee shall visit the school, so that there may be no confusion in the business. Let each committee make its visit at the specified time. In this way, the school will be visited by some in the district on nearly each week of its continuance, and much good will be done. Some will object that they are not capable of examining schools. Examination is not what is proposed. The duty does not require education. All that is wanting is, that a man have eyes and ears and common sense. If he will go into the schoolroom and sit there a couple of hours, and see what is done and hear what is said, the object will be gained, though he speaks not a word while there. \* \*

In the division of money among the districts, the question should not be, what plan will give to this or that district the more money, but what plan will give to

each child an equal privilege for education, or as nearly so as the circumstances of the case will admit. Any division of the money that overlooks this object, departs from the spirit and intent of the law which requires the money to be raised. \* \*

SCHOOL COMMITTEE.—*Levi Packard, Urijah Underwood, Aaron Greene.*

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### STERLING.

SELECTIONS FROM REPORT. \* \* Parents often, (perhaps unconsciously,) do much to diminish a teacher's influence and to destroy his authority over his scholars. \* \* Every word, spoken in disparagement of a teacher before children, cuts a sinew from that arm of power which is indispensable to a teacher's success. \* \*

We think teachers should endeavor to instruct beyond what is contained in the text-books. They should try to lead the child's mind out from the daily routine of questions and excite a thirst for knowledge which will not cease the moment he leaves the school for the farm or workshop. A boy's character is nearly ruined as a scholar if he can content himself with the knowledge which he gains from his daily lessons and school books. He should be required to answer questions which do not occur in his books, and be encouraged in asking questions himself.

Now we earnestly urge upon *all*, whose duty it is to employ school teachers, to endeavor to secure the *best*, regardless of the cost in money. For he who works for nothing and does more evil than good, is an unprofitable servant. The longer our children are *badly* taught, the worse it is for them; and a poor school ought to be short,—the shorter the better. Cheap or low-priced teachers are *often*, like cheap goods bought at auction, damaged property, and the buyer almost always gets cheated. \* \*

SCHOOL COMMITTEE.—*Torry Houghton, R. H. Sawyer, Samuel Sawyer, 2d.*

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### STURBRIDGE.

SELECTIONS FROM REPORT. \* \* Considerable solicitude is felt by parents with respect to the individual who is to teach their children; they begin to realize in some measure the importance of having these germs of immortal existence nurtured by a safe and skilful hand. An individual who has no particular tact at communicating instruction, and an indifferent capacity for governing, will find but slender patronage in this town. A high standard of excellence has been established in relation to teachers, and the schools are reaping the advantages of it. \* \*

The feature in her [the teacher's] method of instruction especially deserving of remark, is, that means were used to exercise the *reflective* and *inventive* faculties of the pupil. Subjects were suggested for investigation, compositions were written, and mutual inquiries made by the scholars about the lessons read. The results of these efforts were highly gratifying, as presented at the closing examination. This great and important part of education has been too much neglected in our primary schools. \* \*

SCHOOL COMMITTEE.—*D. R. Austin, Wm. S. Sanders.*

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### SUTTON.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Welcome Whipple, Paris Tourtellot.*

## TEMPLETON.

SELECTIONS FROM REPORT. \* \* The community around us are waking up to the importance of furnishing children with adequate means of self-improvement. \* \*

Our Commonwealth is moving in the cause of common education, with a degree of zeal, befitting her past history. The Puritans, it has been said, looked more mildly on death than on ignorance; and this feeling passed down from sire to son, and has not yet ceased to animate many of their descendants. Nay, it has rekindled afresh, and displays increased vigor.

The standard of common education has rapidly risen within a few years in this Commonwealth. \* \* Better schoolhouses are provided. Better teachers are furnished. Better modes of instruction are adopted. And a greater degree of interest is felt in the prosperity of the Public Schools. And shall we not keep pace with these improvements? Shall our children and youth, when they come to the theatre of active life, find themselves at a disadvantage, in consequence of an imperfect or a neglected education? \* \*

SCHOOL COMMITTEE.—*Lewis Sabin, Joseph Mason, Isaiah C. Carpenter.*

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## UPTON.

SELECTION FROM REPORT. \* \* Some parents seem to think, that when they send their children to school, they have a right to interfere with the teacher, and dictate to him, what books they shall read, how many lines they shall get for a lesson, and that they shall not be corrected. Such views should be at once discarded. If parents would consider for one moment, that our Common Schools are public institutions, and that all who avail themselves of the privileges they afford, are in duty bound to conform to the rules by which they are governed, there would be no attempt at such an interference. \* \*

SCHOOL COMMITTEE.—*H. S. Aldrich, James A. Nelson.*

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## UXBRIDGE.

SELECTIONS FROM REPORT. \* \* There is constitutionally a very great difference in the energy and activity of teachers. There are those who rise above the enfeebling influence of the summer's heat, and are always interested and animated in the instruction and management of their schools. Teachers, who are alive and awake themselves, will generally inspire life, animation, and interest, in their pupils. One or two of our teachers, the last summer, failed in exciting much interest in their pupils, because they were apparently not much interested themselves in their duties,—or, if interested, had not the power of manifesting it very strongly. On the other hand, some of them were very active and devoted, and there were consequently life, interest, and gratifying improvement in their pupils. \* \* If a young lady, of the best literary attainments, after having had the charge of one or two schools, has proved herself incompetent either to govern or to excite an interest in her scholars, she ought not again to be employed as a teacher,—it would be a waste, and worse than a waste of the public money,—for if she cannot decidedly do good, she will probably do injury,—and if she is wise, she will direct her attention to some other business, in order to live respectably, and to be useful. To have interesting, profitable schools, we must have well educated, active, energetic teachers,—teachers who feel, and can show their feelings,—who are interested in the improvement of the rising generation. The above remarks may be applied as well to our male as our female teachers. The committee would say decidedly, never employ one as a teacher, either in summer or winter, who has given plain evidence, that he or she is incapable of giving any good impulse to the minds of the rising generation,—incapable of inspiring in the young any interest in the pursuit of knowledge. \* \*

As a general remark, the committee would say, that in order to be successful and acceptable as a teacher, every young man should receive a part of his education in our Common Schools. The method of instruction and discipline pursued in these schools, is necessarily somewhat different from that of academies and high schools; and they have generally found that those teachers, who have been early and principally educated in the district schools, have been the most acceptable and useful. \* \*

The committee regret to say, that when they visited one school at its close, they were compelled to believe that some of the largest scholars were voluntarily and unnecessarily absent. The school was favored with an experienced and faithful teacher, but in doing his duty, he encountered opposition from scholars, who, it is feared, were sustained in their misconduct by those, who ought to exert a good influence over the rising generation. The committee are not willing that scholars should be permitted thus to dodge the closing examination of their school, and parents should not allow them to do it. It is injurious to the scholars themselves, to the school, and very mortifying to the teacher. To break up the practice, they will be compelled to visit some of the schools, without giving any previous notice of their intention, and then parents will not be present;—or to report the names of such scholars to the town, as are known to absent themselves designedly. \* \*

In school No. *eight*, which is second to none in the town, they were very much gratified in hearing the teacher say, that he had not had occasion to frown even upon one of his scholars, during the term. How pleasing would it have been, if all our faithful teachers could have said the same! \* \*

SCHOOL COMMITTEE.—*Samuel Clarke, David A. Grosvenor, J. B. Whiting.*

## WARREN.

SELECTIONS FROM REPORT. \* \* Of those who applied for our approbation, we have discarded but *one* young man, whom we found sadly deficient in orthography, penmanship, and English grammar; notwithstanding he presented a certificate from Mr. —, Principal of — Academy, giving assurance of his moral character and qualifications as a teacher.

You have employed five female and six male teachers, during the winter. The experiment, (if such it may be called) has been attended with the most happy result in favor of the females.

Some of our teachers were too young; *one*, being only fifteen years of age, and *another*, a trifle older; *both* males, and having had no experience in teaching, it was hardly to be *expected* that they would maintain that dignity, or command that respect, which are requisite, in order to be successful. Though they may be amply qualified, so far as a knowledge of the branches to be taught is concerned, yet they fail in judgment. \* \*

We find the opinion is prevalent to a considerable extent, that almost any teacher will do well enough for small schools, or those in which the younger children are instructed. This is a fearful mistake, for early impressions are often as lasting as memory itself. \* \*

SCHOOL COMMITTEE.—*Lorenzo Warriner, Daniel A. Hathaway.*

## WEBSTER.

SELECTIONS FROM REPORT. \* \* Of the government of the school under this teacher, we cannot speak too favorably. The law of kindness, and not of force, prevailed, and with the happiest effects, both on the discipline of the school, and the dispositions of the scholars. The rules of the school were sustained by an appeal to the pupils' own sense of propriety, and not by the fear of punishment. Any necessary reproof or admonition was usually administered in private, rather than by a public exposure and mortification, to render callous the pupil's feelings



of self-respect. Instead of provoking opposition, this won to obedience; instead of instilling hatred and ill-will towards herself, it conciliated the affections of the scholar, and insured a ready compliance with all the requisitions of the teacher. Corporal punishment was almost wholly dispensed with, and still the whole appearance of the school exhibited the most perfect order. The method of teaching did not equal the method of government. Sufficient pains were not taken to lead the mind to the investigation of principles, rather than the application of rules. \* \*

The greatest obstacle to the improvement of this school, is the large number of scholars; and in no way would the district advance its interests more, than by establishing two schools of different grades, instead of continuing as one. \* \*

Your committee have observed that the scholars are more generally supplied with books than heretofore, but in a few instances, have noticed the introduction of those which have not been adopted in town. This want of uniformity, a former vote of the town instructed the committee to prevent. In accordance with this vote, as well as in conformity to their own judgment, they have forbidden the use of any but such as have been adopted. \* \*

SCHOOL COMMITTEE.—Geo. B. Slater, L. Geo. Leonard, Lathrop Clark, Jno. W. Tenney.

## WESTBOROUGH.

SELECTIONS FROM REPORT. \* \* During the last five years, the successive committees, a majority of whom have remained unchanged during the greater part of that time, have pursued a uniform plan in the management of the schools.—Sufficient time has now elapsed to test the judiciousness and the wisdom of their regulations. \* \*

One object with the committee has been to *simplify the labor of the teacher*. Every one at all familiar with the routine of Common School exercises, knows well that, in the best arranged schools, the business of the teacher is exceedingly complicated and multifarious. He has not less than seven different reading classes, which, if he would not, in the eyes of some, (though not of the committee,) neglect his duty, must, each and all, be regularly drilled twice each session of the school;—equal, each day, to *twenty-eight classes*. There are also not less than three classes in geography, three in arithmetic, and two in grammar,—in all, eight classes,—which are each to recite at least once each day, and some of them twice. In addition to these, there is also a class of writers who should receive the undivided attention of the teacher at least half an hour each day. Deducting this half hour, there remain but five and a half hours for the other classes; or about *nine* minutes for each class. But this time, every one must be aware, is utterly inadequate to the end of calling out almost any class in the school, and especially so in the reading classes. It is no unusual thing for three backward scholars to occupy the whole nine minutes in conning over a single sentence each, assigned them to be read. What, then, shall be done with the class of fifteen or twenty? And were these classes, instead of four times, exercised but once in reading and once in spelling, each day, it would still leave less than fifteen minutes for each class. And in this estimate no account is made of the ten or fifteen minutes, each session, occupied in recess; or of the necessary and unnecessary interruptions to which every teacher is subjected in his plans. On the supposition, therefore, that each class has an exercise but once each day, in the best regulated schools, and pursuing only the branches prescribed by law, there will be an average of not more than twelve minutes for each exercise. How little time this will leave for explanation and illustration on the part of the teacher, will be easily seen. But it is not unusual to find, instead of seven, eight or even ten reading classes;—instead of three, some five or six classes in geography. And in arithmetic, instead of three, not less than *seven* different classes; owing, perhaps, to the different advancement of the pupils, or to the different text-books which the teacher has not skill to make harmonize sufficiently for classification together. In such multiplication of classes, the time is necessarily apportioned to each in fragments too small to be available to the real purpose of recitation.

It has been the object of the committee, therefore, as much as possible to diminish the number of text-books used in the schools, and thus simplify the classification. \* \* The great object of such an arrangement has been, so to limit the number of classes in the several schools, that each may receive more attention, and give opportunity for more ample explanation and elucidation of the several branches from the resources of the teacher. \* \* There are other advantages from this system, in the opinion of the committee, in the quickening emulation which naturally arises in a large class pursuing the same branch with the same aids and hindrances. Indolence and dulness are not able to hide themselves among the roughnesses and obscurities of *their* text-book, but are brought into equal comparison with their fellows.

Another advantage secured by this arrangement has been to *concentrate the attention of the school upon a few branches*. The committee have practised upon the maxim that what is worth doing at all, is worth doing well; that one thing thoroughly learned, is better than ten half learned. \* \* Every teacher, who to an ordinary share of common sense, has added a little experience, will give his testimony to this principle. The longer he teaches, the fewer studies does he permit his pupils to pursue at the same time. The only modification of this rule is in such a regard for variety as shall keep up the interest of the pupil. \* \*

Another special object of this arrangement has been *certainly to secure that knowledge of the first principles of an English education*, which has been so certainly not secured by any other system. A comparison of what our schools now are in this respect, and what they were five years ago, will satisfy any candid individual that a decided improvement has been made. Where the system of the committee has been most fully carried out by successive teachers, as in districts Nos. 6 and 7, there the most marked and gratifying results have been witnessed. Other districts, which may have been equally fortunate in a single teacher, have been less so in the succession of teachers; so that the good seed of last year has not been nurtured up from the blade to the ear, in successive schools since. There are, in some of our schools, classes numbered as third, or fourth, or even fifth, which would put to shame any first class found in any of our schools five years ago, in the knowledge of the first principles of our language. Many children, from six to ten years of age, better understand these principles and their application, than the most mature in our schools formerly appeared to understand them. \* \*

Such progress has been made in these primary branches, that the way is fast preparing, if it be not already prepared, for the introduction of some studies in advance of those hitherto permitted. The committee have been looking forward to this result, and have excluded such branches hitherto, only from the necessity of the case; or rather the absurdity of suffering those to study philosophy, chemistry, or rhetoric, who know neither how to read, or spell, or parse, with any decent correctness. They have felt confident that, to introduce these higher branches amidst prevailing neglect of the first principles of language, would only be to perpetuate the evil, by removing the attention of both teacher and pupil from that which should be the first and chief burden of instruction. They feel equally confident, however, that a race of scholars is coming forward, who will not "need that one teach" them "again what be the first principles," but may "go on unto perfection." \* \*

In this connection the committee cannot forbear to speak of the *fidelity of some of our teachers*. \* \* The pecuniary compensation received by such teachers is the smallest moiety of what they deserve,—the smallest which a grateful public will bestow. It is only to be lamented that, while such teachers may easily be procured, those less competent should so often be preferred.

The committee regret that they are not able to yield like commendation to all our teachers;—at least, that of good intentions. There have been some instances, however, of a gross disregard of the directions of the committee, which forbid even the charitable imputation of a good design. And the committee regret still more that the teacher should be able to plead the countenance of members of the district in his disregard of the committee. The teacher, it should be remembered, is not employed by the parents, or by the district, but by the town,—and to the town is responsible. "It is manifest," says Chief Justice Shaw, "that there is no privity of contract between the parents of the pupils to be sent to school, and the

school teacher." "And again," says the same discriminating jurist, "the teacher of a school is not an independent public officer, bound to execute the functions of his office for the benefit of individuals, under fixed and settled rules of obligation prescribed by law, like a sheriff; nor is he to exercise his own will and judgment" in the regulation of the school, but in conformity with the supervisory direction of the committee. A little more knowledge of this principle of law might have saved some of our teachers from those ludicrous displays of self-conceit and puerile independence, in which they have had the misfortune to appear before the committee. \* \*

There is too often a degree of suspicion and jealousy on the part of the parent toward the teacher, as if the latter had a separate interest from the former. The parent and the child constitute one party, and the teacher another; and the teacher is watched and criticised as if he had some personal ends to accomplish distinct from those of the parent. And if the idle, or truant, or reckless child, impatient of salutary restraint, goes home with the complaint of severity, the partial parent eagerly drinks in the charge, takes part with the child against the teacher, and thus lays the axe at the root of all wholesome authority. The evil lies in the impression that the teacher seeks a different end and a different interest from that of the parent; that he is not seeking the highest good of the child, but the gratification of some personal pique against the child,—if, perchance, he should find restraint or discipline needful.

Sometimes, however, the evil lies still further back, and more deeply ingrained than this, viz: in false and pernicious views of the teacher's authority. There is a secret leaven of anti-government abroad in the community, more or less widely diffused. The time was when in the hand of every parent there was a sceptre,—golden indeed, but of absolute authority. But the sceptre, in too many instances, seems to have changed hands,—and changed metal, too, no less than hands,—the parent no longer, it would seem, wielding it over the child, but the child over the parent,—a sceptre of iron instead of gold. "*Advise your child,*" sagely advises one of these modern, no-government reformers, his neighbor,—"*advise your child to do so and so, and if he refuses, advise again; but if he still persists, let him have his way!*" And here lies the secret of half the disorder and misrule which so often frustrate the design of our Common School system. He who is employed to teach, is not permitted to govern; and for want of government he cannot teach. The advised but ungoverned child of the domestic circle, will hardly brook authority in the schoolroom, and the parent is as unwilling that he should; and the first indication of a *governing* purpose, on the part of the teacher, is the signal for war; and a long line of parents, uncles, aunts and cousins, is forthwith marshalled against the teacher, led on by the gallant boy whose right to reign has never before been questioned with impunity.

And the committee regard this evil as more serious than its consequences appear in the schoolroom. Men, as members of civil society, are not advised merely, but governed. And what shall we expect of the ungoverned child,—of him who learns in his cradle and at the school to despise authority,—but that he be a despiser of civil government, a violator of laws, and a candidate for the penitentiary or the gallows? The history of crime shows, with scarce an exception, the first link in the chain of evil to be the despotism of family and school government. The ungoverned child, will condemn government at school; and the contemner here, gives full promise of despising all authority, human and divine. \* \*

The committee feel called upon in this connection, to speak of the *extent of the teacher's authority*. There seems to be an impression, more or less widely prevalent, that the teacher's authority over his pupils must necessarily be limited to the schoolroom; that he can have no jurisdiction, except within the walls of the schoolhouse, and during the six hours which custom has devoted to the business of the school. Such a limitation of the teacher's authority is manifestly absurd, as it might essentially cripple his efforts for the good of his school, even while present with them. \* \* Is it required of the teacher to instruct his pupils in the duties of morality and "good behavior"; and has he no power to call to account him who violates them beyond the walls of the schoolroom? May his ears be assailed with profane oaths, the moment his pupils are outside the threshold of the schoolhouse? or may he be compelled to witness rude, or uncourteous, or

obscene conduct, and yet have no power to punish the offender? The idea is absurd. The parent who would thus limit the teacher's authority, and he who would consent to have his authority thus limited, both mistake a teacher's province and responsibility. Some of our schools, the past winter, have suffered from this source to an alarming extent. \* \*

The committee would call your attention to the importance of their office, and the responsibilities under which they have felt constrained to act. They feel compelled to do this, in the belief that the matter is very imperfectly understood; and that evils of great magnitude would be prevented, could a correct apprehension of the subject be produced.

It should be distinctly understood that the interest of the committee is one and the same with their constituents. Their sympathies are all in common with the youth and children of our schools, and with all the friends of education. The good of the schools, and of each individual composing the schools, is the sole end of all their efforts and jurisdiction. And the duties imposed upon them by the statute, if they be men of common integrity, are such as to forbid their being turned aside from this high and noble purpose, by any considerations of private or personal policy. There is no office within your gift invested with duties so onerous; none fraught with results so vitally affecting your interests, and the well-being of society; and, consequently, there is no trust by you reposed in your fellow citizens, around which such responsibilities gather. It has to do, not with the finances nor the politics of the town, but with the minds and hearts and manners of your children and your children's children. "The general charge and superintendence of all the Public Schools in town" are committed to them. In the execution of this charge, their first duty is to determine who shall be the teachers of your children; who shall bend the twig, and thus give inclination to the tree; what kind of power shall be exerted, to fashion the intellect and direct the course of that youth, who is shortly to take your place, and exercise control in the most vital interests of society. And is this a small responsibility? If the question were simply whether the individual be qualified to instruct a given school in the common branches of literary knowledge, the charge would be comparatively light. But the acquisition of knowledge in these branches, is not *education* in the eye of the law, or in fact. This is but the *shell*, which, without the nut, is of little worth. It is but the *husk* which should cover the ear. The statute has, with sufficient explicitness, noted the branches to be taught in our schools, and to which the committee are bound to have regard in determining the qualifications of teachers. They are "orthography, reading, writing, English grammar, geography, arithmetic, and good behavior,"—"the principles of piety, justice, and a sacred regard to truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded." By this extract from the statute, it will be seen that ability to instruct in geography and arithmetic, and other kindred branches, indispensable as it is, is yet altogether a minor consideration in determining the qualifications of a teacher. There are many able to instruct in these, who are still, in the eye of the law, unfit to teach. They are destitute of that courtesy,—of those principles of morality, which shall fit them to teach either good behavior or virtue. The very essence of that which is to make their pupils good citizens and useful members of society, it is not in their power to teach. What they *can* teach, compared with what they *cannot*, is as the husk to the ear; and for the purpose of education, but giving empty egg-shells to your children for nourishment. \* \*

SCHOOL COMMITTEE.—*Chas. B. Kittredge, Adiel Harvey, Benjamin Bond, Jr.*

## WEST BOYLSTON.

SELECTIONS FROM REPORT. \* \* In the official report, which the master of that school made to the committee, he speaks particularly of the deference and respect manifested towards him by the scholars generally, and says, "that the

prompt and cheerful obedience, which they rendered to his commands, has excited the liveliest interest in their welfare, and secured his lasting friendship." It would have been highly gratifying to your committee, to have heard a similar report from the pen or the lips of the master in another district. But it is to be feared, that a spirit of insubordination has been manifested in that school, during the past winter, which has greatly impaired its usefulness, and which, if not speedily and successfully checked, will render it a nuisance, instead of a blessing to the community, by becoming a school of vice and ill manners. \* \*

Your committee would respectfully remark, that in case *three new districts* are made, a much larger amount of money should be annually raised, else the proportion which each receives, will be exceedingly small. \* \* We would, therefore, suggest, whether more spacious and convenient schoolhouses, (either by erection or enlargement,) and a more equable distribution of scholars, would not, on the whole, be a greater benefit to the town, than the creation of three additional districts.

SCHOOL COMMITTEE.—*Jos. W. Cross, Leonard Tracy.*

### WESTMINSTER.

SELECTION FROM REPORT. \* \* The schools in districts Nos. three, seven and eleven, were taught the past winter by experienced and skilful females; and your committee have no hesitation in saying, those were the three best taught, and best governed schools in town.

Many of our school districts are small, and consequently receive but a small portion of the money appropriated for schools, and are under the necessity, for the sake of prolonging their school, of employing second-rate teachers, or such as are willing to accept of a moderate compensation. \* \*

SCHOOL COMMITTEE.—*John White, Theron Spaulding, Franklin McIntire.*

### WINCHENDON.

SELECTIONS FROM REPORT. \* \* Some of the districts have been provided with uncommonly good teachers, and others have been less fortunate, and the success of the several schools has varied accordingly. \* \*

Is it not a fact, while a more general attendance is bestowed upon schools abroad, and while the law provides that they shall be more frequently visited by the committee than formerly, that the inhabitants of this town are devoting less time, and bestowing less attention upon them than formerly? Do they as generally become acquainted with the teachers, and as frequently invite them to their houses, associate with them, and treat them with as much respect as they did some fifteen or twenty years ago? Does it not frequently occur, that a teacher goes into a district, keeps the school eight or ten weeks, and leaves the town without having in any way been made acquainted with, or even seeing one-half of the parents of the children who have been under his charge? Thus unaided and alone, he is left to pursue his arduous task. Is it reasonable to suppose, that under such circumstances, teachers will take as much interest in the prosperity of their schools, and make as much effort for their improvement, as they would if the parents were looking anxiously, and watching closely for their advancement and prosperity?—if he knew they were ready to sustain him in the government of the school, and were constantly assisting and encouraging him by their frequent calls and personal inspection of his labors? \* \*

SCHOOL COMMITTEE.—*Elisha Murdock, Luther Richardson, Alva Godding.*

## WORCESTER.

SELECTION FROM [PRINTED] REPORT. \* \* In many instances, favorable results have followed the employment of the same teacher for successive seasons. When a satisfactory teacher is obtained, it is desirable, if practicable, that the same one should be continued. It saves the time lost in forming an acquaintance, and in becoming accustomed to new methods of instructing. The school acquires more nearly the character of a permanent school with vacations; and, it is believed the progress will be more rapid, than under a constant succession of teachers.

The employment of females, for the winter schools, is becoming more common. Your committee are of opinion that it is a wise measure, wherever the character of the pupils is such as to warrant it without the risk of disorder from unruly lads, whose years are in advance of their knowledge and their manliness. The term of the school can be much longer at the same expense, while the instruction imparted is in no degree inferior.

SCHOOL COMMITTEE.—*Maturin L. Fisher, A. D. Foster, E. Smalley, S. Sweetser, S. B. Swain, A. Hill.*

## HAMPSHIRE COUNTY.

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### AMHERST.

SELECTIONS FROM REPORT. \* \* In submitting another annual report, your committee can, with unusual confidence, speak of the increasing prosperity and palpable improvement of the Common Schools of this town.

Among the immediate causes of this prosperity, may be enumerated the superior qualifications and efficiency of the teachers, and the manifest and most gratifying increase of interest on the part of *parents and guardians*, in the improvement of the several schools. \* \*

Another most serious exception to the general respectability of the examinations, was, in one instance, the absence of a large portion of the scholars on that occasion. In the instance alluded to, out of the number of sixty-four scholars, belonging to the school, only twenty-one, (or one-third,) were present at the examination. The effect of such a state of things needs not to be described. Suffice it to say that such a school cannot prosper, and parents and guardians who will indulge the scholars in the course mentioned, deserve exposure, and *cannot* expect the prosperity of their schools. \* \*

In this instance not a parent, and indeed not a solitary visiter was present, besides the examining committee. \* \*

SCHOOL COMMITTEE.—*Nathan Perkins, John Sanford, George Cooke, Aaron M. Colton, Dana Goodsell.*

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### BELCHERTOWN.

SELECTIONS FROM REPORT. \* \*. Five of our schools have been taught by females during the winter, and they have been among our *best* schools. \* \*

The employment of *boys* as teachers, before they arrive at mature years, or attain to sound judgment and manly discretion, is *injudicious*. *Three* of our schools, at least, have materially suffered the winter past from this cause. Place a young man in his minority, as a teacher in a school, where there are those to be taught, male and female, of nearly his own age, and in five cases in six, your school will be of little benefit. In one of the districts alluded to, the school closed prematurely, by the advice of your committee, and the general wish of the district, because it was profitless to every body. A thorough knowledge of the branches taught is necessary for a teacher, but this is one only of the many qualifications necessary for success. A mature mind, a sound judgment, and a power to discriminate as to the capacities and dispositions, and leading traits in the minds of his pupils, are essential to his success in school. \* \*

Teachers should be faithful in imparting moral instruction to their pupils,—enlist their moral powers,—cause them to feel their responsibilities, that they are accountable for the rightful improvement of their time;—in this way a school may be disciplined, and that more easily and more effectually than by coercive measures. Without strict discipline and good order, no school can prosper. As the standard and qualifications of teachers become more and more elevated, so will

be the character and condition of our schools. There has been a manifest improvement in our schools within a very few years, and by continued attention and vigilance by the community for their improvement, they will become more beneficial in the advancement of the best interests of our country. \* \*

SCHOOL COMMITTEE.—*Mark Doolittle, Geo. A. Oriatt, M. Lawrence.*

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### CHESTERFIELD.

SELECTIONS FROM REPORT. \* \* So much an exercise of memory alone, has the course of learning in some of our preparatory schools become, that it is not a thing unusual to find those, who can go through the usual course of question and answer, still unable to make much practical use of ideas so gained, or to give to others practical instruction in parts of particular sciences, about which, they seem to know everything. That such was the case, your committee could not have readily believed, had not the fact been demonstrated by observation. \* \*

It is desirable to find teachers who can properly govern a school, without any resort to physical force. But while the course of home discipline remains as it is; while the low state of funds requires that persons in every stage of experience be employed as instructors; and while so little countenance and aid are given them by parents,—we consider it a desideratum unattainable. Your committee would not be considered as here favoring a resort to corporal punishment for every infraction of scholastic rules. It is a system to be abhorred, and one which goes hand in hand with disgrace; yet do we deem it preferable to a dismissal of refractory scholars from school, or to their remaining there in a state of insubordination. Order must be maintained, and we see not why a teacher should be deprived of any proper means of rendering the school the greatest amount of benefit. As a general thing, we believe no severity will be required, where there exist strong feelings of sympathy between parents and teachers, and where both parties cordially unite to promote the best interests of the school. Much fault lies here. \* \*

Your committee have been much surprised during their visits to the schools, at the great disparity in the advancement of different scholars. While some have made more than ordinary acquisitions,—while their appearance and ready replies, were in the highest degree creditable to themselves, their teacher, and their parents, others were noticed, who seemed to have remained “where they were,” and so far behind those of their years, that while in size they rank among the first in school, they are, in their exercises, fit only to be mated with the last. That there must have been neglect somewhere, was apparent; and your committee were very little satisfied, when mentioning these cases to their respective teachers with the usual reply, “I will defy any one to make anything of that scholar.” That some active minds should outstrip their more tardy competitors, was to be expected. That some acquire ideas more readily than others, is most true. Yet, as it is generally admitted, that ideas slowly gained, and laboriously toiled for, make the more durable impression on the mind, we think ease of acquisition not a sufficient reason for the difference manifested. And surely there should be some excuse, some reason, why the minds of some should be left almost wholly blank; while those of others, are stored with the richest of treasures. If the fault rests with the teachers, as in some measure it may,—teachers, like other people, preferring to labor in the most fruitful fields, we could not have censured the parents, had our ears been made to echo with their loud and bitter complaints. But if the fault lies at their own door, it is high time their attention was awake to the subject. Let them take hold of the work, and we are confident it will not be long, before some of these dull youths, will rank among the brightest ornaments in our Public Schools. \* \*

Your committee can see no propriety in giving a tacit consent and approval to existing laws, and still neglecting their simplest provisions. It is well known, that each teacher in our Public Schools, can, by law, receive no compensation for his service, unless he shall first obtain a certificate of approval from the school committee of the town. Yet, notwithstanding this most necessary provision, teachers not unfrequently go on two, three, or five weeks, and in some instances, through the entire term, without in any measure regarding it. It is further made



the duty of the committee, to cause certain registers to be faithfully kept, in each school, which registers, are indispensably necessary to enable them to make their annual returns. Some items in these registers can be made out by the teachers,—scattered as they are through the different districts, in a few minutes, which, if taken by the committee, will occasion much needless travel and expense. It is therefore the opinion of your committee, that the town ought to take immediate measures for a full compliance with the spirit and requisitions of the law; that only in extraordinary cases should teachers be allowed to open schools, without a previous examination; and that in no case ought they to receive their pay without first depositing their duplicate certificate, accompanied by their faithfully kept register, with the treasurer. \* \*

In most of the schools, moral instruction has been carefully blended with the school exercises; in all we believe there has been a daily exercise in reading the Scriptures; and in none that we know of, has there been any attempt at inculcating sectarianism. \* \*

SCHOOL COMMITTEE.—*Samuel Davis, Orson M. Pearl, Alvan Macomber.*

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### CUMMINGTON.

SELECTION FROM REPORT. \* \* As to modes of instruction, it is not to be expected that all teachers will adopt precisely the same. The tendency of some is to simplify, even to excess; while others do not sufficiently explain the subject. Either extreme is to be avoided. With the beginner, extra simplicity may be necessary; but with those more advanced, let the mind of the pupil be left to grapple with his subject. By so doing he will acquire strength and confidence in himself,—for knowledge, to most persons, and upon most subjects, does not come intuitively, or by mere teaching, but by the more laborious process of mental application. We regard it as altogether incorrect to suppose that every subject and science can be brought to the level of every capacity. The mind must be raised to the level of the subject, rather than the subject lowered to the level of the mind.

In this town, as in others, the custom of boarding teachers round prevails. In our opinion the practice is not conducive to the interests of the schools. Not to say anything of the disproportionate tax thus levied on the community, we regard the custom as one which subjects the teacher to an inconvenience and an unsettled state of life, to which he ought not to be subjected. It tends to lower the estimation in which the occupation of teaching should be held; to bring into the employ those who are not so well qualified as would be desirable; at least, to render such as are worthy of the occupation dissatisfied with it. \* \*

SCHOOL COMMITTEE.—*S. D. Darling, G. C. Tripp, J. B. Baldwin.*

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### EASTHAMPTON.

SELECTION FROM REPORT. \* \* Why is it that there are less disturbances, less disorderly conduct, in our religious meetings than in the schoolroom? We hope the sacredness of the place may have some influence. But it is to be attributed to the more thorough and decisive instruction which the child receives. He is taught, both by the public and by the parents, that he must not disturb or interrupt here;—that this is not the place for ill behavior; it is out of character. And if his conduct at any time is found improper, it is met with decided rebuke. And we ask, is it not equally important that good behavior and order should be observed in school? If so, let the same decisive measures be taken in the one case as in the other. Let seasonable and proper instruction be given, good behavior enforced, every breach of good order discountenanced and decidedly checked, and in the government and prospects of our schools, we should witness a permanent reformation. \* \*

SCHOOL COMMITTEE.—*Edwin Hannum, Wm. Bement.*

## ENFIELD.

**SELECTION FROM REPORT.** \* \* What are most wanted to make all our schools what they should be, are teachers of ability and experience, professional school-masters. And how can these be obtained, without a compensation proportionate to the value of their services? How can you expect a laborer, for \$12 per month, to perform service worth \$25 per month? Some measures might be adopted to secure such teachers.

The cause of education we are sure suffers, from the multiplicity of school districts. A proposed union between the 1st and 2d districts is in contemplation, and we sincerely hope will be made. Districts 1, 2 and 3, might be united with decided advantage,—so that a high school, embracing those scholars who are most advanced in their studies, might be formed, affording advantages equal to those enjoyed in our academies, at least six months in the year, without their expense, and leaving money sufficient to defray the expenses of three primary schools. \* \*

**SCHOOL COMMITTEE.**—*James H. Gray, Rufus D. Woods.*

## GOSHEN.

**NO SELECTION FROM REPORT.**

**SCHOOL COMMITTEE.**—*Benjamin White, Alfred Jones, Jr.*

## GRANBY.

**NO SELECTION FROM REPORT.**

**SCHOOL COMMITTEE.**—*Eli Moody, E. B. Chapin.*

## GREENWICH.

**SELECTION FROM REPORT.** \* \* We notice with regret an increasing spirit of restlessness and insubordination, in some of our schools, which we apprehend is partly owing to the indiscreetness of the teachers, and partly to unwarrantable indulgence on the part of parents and guardians. We are fully of the opinion, that in ordinary cases it is in the power of parents and guardians greatly to aid the teacher in promoting peace and order in the several schools. They may do this by visiting their schools. \* \* .

**SCHOOL COMMITTEE.**—*Joseph H. Patrick, John W. Northum, Cyrus Pomeroy.*

## HADLEY.

**SELECTION FROM REPORT.** \* \* As the taste and liberality of our people are displayed in our other public buildings, as well as our private dwellings, we are confident in the hope and earnest in the recommendation that our schoolhouses, the nurseries, in an important sense, of the rising generation, may exhibit equal evidence of our civil, social, and moral improvement. Better, far better is it for our children, to furnish them with the necessary advantages for the improvement of their minds, their taste, their morals, than to hoard up for them treasures of silver and gold. If their minds and hearts are not well cultivated, they will not be fit to inherit and improve a fortune, either to their own benefit, or that of others. Give them a suitable moral, religious and intellectual training, and they will have no need of any other inheritance from their parents. \* \*

**SCHOOL COMMITTEE.**—*W. H. Beaman, S. Dickinson.*

## HATFIELD.

**SELECTION FROM REPORT.** \* \* This whole subject of early education has never received the consideration which its importance demands. Whilst we theoretically acknowledge that in the *virtue* and *education* of the young are the only securities of their happiness and our national existence, we do not make the truth prominent in our domestic and pecuniary arrangements. We are more ready by far to offer a premium for the best fed ox than for the best composition on the "worth of a republican government," or "temperance," or "the glory of our national constitution." In our practical arrangements, the old barn is torn down and rebuilt and ventilated, whilst the old schoolhouse remains, and the child breathes worse air than the horse. \* \*

**SCHOOL COMMITTEE.**—*Henry Neill, Samuel D. Partridge.*

## MIDDLEFIELD.

**SELECTION FROM REPORT.** \* \* There is reason to fear that the law of public instruction, so far as relates to moral training, is too much neglected. The framers of the law, aware that neither individual happiness nor the blessings of free government could be secured, without such instruction, have taken care to give to it due prominence.

The superintendent of schools in the state of New York, [Hon. Samuel Young,] in a circular recommending the daily use of the New Testament in their Common Schools, remarks as follows:—

"The highest and most finished *intellectual* cultivation, in the absence of careful and sound *moral* discipline, can never accomplish the great end and aim of education. 'It plays round the head but comes not near the heart.' It may constitute the accomplished sceptic, the brilliant libertine, the splendid criminal,—but never bestows upon mankind the benefactor of the race, the enlightened philosopher, the practical statesman, the bold and fearless reformer. Those qualities which are destined to abide,—to cast their clear light upon the future,—to exert their influence not only upon the present but upon all coming time,—are only to be developed by the culture and right direction of the moral faculties in the plastic season of youth. The nursery and family fire-side may accomplish much,—the institutions of religion may exert a pervading influence,—but what is commenced in the hallowed sanctuary of the domestic circle and periodically inculcated at the altar, must be daily and hourly recognized in the Common Schools, that it may exert an ever-present influence,—enter into and form a part of every act of life, and become thoroughly incorporated with the rapidly expanding character. There must not be one system of mental and moral discipline for the family and another for the school,—one for the closet and another for the world. The same incomparable standard of moral virtue and excellence which is expounded from the pulpit and the altar, and which is daily held up to the admiration and imitation of the family circle, should also be reverently kept before the mind and the heart in the daily exercise of the school." \* \*

**SCHOOL COMMITTEE.**—*Alexander Ingham, Edward Clarke, Samuel Smith.*

## NORTHAMPTON.

**SELECTION FROM REPORT.** \* \* At the present day, a new impulse has been given to the public sentiment on this subject, and great and important improvements have been made in all the arrangements of our Public Schools. In this career, no State has pursued a more honorable course than Massachusetts. \* \*

**SCHOOL COMMITTEE.**—*Wm. Allen, Benj. Barrett, Isaac Clark, I. P. Williston.*

## NORWICH.

**SELECTIONS FROM REPORT.** \* \* If our summer and winter schools could be continued each a month or two longer, the children would learn much more during school time, and forget much less in the vacations, than they have been accustomed to do. \* \*

May not the inhabitants of this town be able, if we will practise industry, temperance, and strict economy, to raise more money hereafter for our schools? Perhaps we do not value a good education highly enough in comparison with money. Solomon observes, "Wisdom is a defence, and money is a defence; but the excellency of knowledge is, that wisdom giveth life to them that have it." It should be considered that knowledge is a source of *wealth*, as well as of other valuable things. \* \* We think the future prosperity of this town depends, more than language can express, on the right education of our children. \* \*

**SCHOOL COMMITTEE.**—*Ebenezer B. Wright, Edward Williams.*

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## PELHAM.

**SELECTIONS FROM REPORT.** \* \* We would urge upon the attention of the prudential committee the importance of being more particular in the selection of teachers, and not to be governed altogether by the price. It cannot be expected that our best teachers, who are few in number, can be obtained for half of what they can get elsewhere. A competent teacher, who devotes his whole time to the interests of his school, is worthy of his hire, and ought to receive a fair compensation for his labors. Perhaps you will say that the amount of money which we raise for the support of schools is so small, that we cannot afford to pay the best teachers. We say in reply, that your having but little money is no reason that you should throw it away by hiring a young and inexperienced teacher, who will leave your school in a worse condition than he found it. \* \*

In one of the largest districts in town, they limited their prudential committee in the price he was to pay their teacher. This your committee deem a great error. The result was, a cheap teacher was procured, and eighteen of the scholars were removed and placed under the instruction of another teacher. \* \*

**SCHOOL COMMITTEE.**—*Calvin D. Eaton, Chester Gaskell, Wm. C. Rankin.*

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## PLAINFIELD.

**SELECTIONS FROM REPORT.** \* \* Another evil consists in a failure of proper government in our schools. Not one teacher in ten can govern a school without resort to the means which Solomon recommended. \* \* Government has become unpopular, and, indeed, in some families, obsolete. Parents even boast that their children are not whipped at home, and shall not be at school. Under such circumstances what shall be done? The scholars of such parents are not easily reasoned into subjection, for they have not been accustomed to it at home. Shall they be suffered to do as they please? or, in other words, to govern our schools? No, we say. \* \* And let the district sustain the teacher, for he has none too easy a task to perform with the influence of the entire district in his favor; and if against him, all his efforts must be in vain. We therefore recommend that each district go into a committee of the whole to sustain their school teacher, if he is not so faulty as to warrant a dismission. \* \*

**SCHOOL COMMITTEE.**—*Albert Dyer, Wm. N. Ford, L. Campbell.*

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## PRESCOTT.

**SELECTION FROM REPORT.** \* \* If, the moment you hear the teacher has a fault, (and doubtless you will hear so,) you endeavor to crush him by magnifying

and making public his defects, till you bring both teacher and school into disgrace, you entirely destroy his usefulness. Let every parent reflect upon the injury he thus inflicts upon his own child. He is sure to destroy the ambition that the child otherwise might have; and when the child's ambition for learning is gone, he becomes mischievous, disobedient, and sometimes openly rebellious. He has lost his respect for his teacher, and the same lesson teaches him to disrespect others. And even the parents themselves cannot fail ultimately to taste the bitter dregs of the cup of their own mixing.

SCHOOL COMMITTEE.—*George H. Lee, Alpheus Thomas.*

### SOUTH HADLEY.

SELECTIONS FROM REPORT. \* \* The law respecting the examination of school teachers, owing to the protracted illness of the chairman of the committee, has been in two or three instances evaded.

The committee would recommend a more perfect organization of the superintending committee, and that the examinations of teachers be held at a general meeting of the committee, and that the prudential committees of the several districts be present, and if they choose, take part in such examinations. \* \*

We live in a region, where seminaries, high schools, and academies, are in almost every town; and where such schools exist, we believe the interest in our Common Schools is not sufficiently felt, and their importance properly appreciated. Our Common Schools ought to provide all our youth with suitable knowledge to transact any of the ordinary business of life, for very soon they are to enter upon the active duties of society, and the weal or woe of the next generation depends entirely upon the characters and principles we are forming in the rising generation among us.

SCHOOL COMMITTEE.—*E. G. Ufford, J. D. Condit.*

### SOUTHAMPTON.

SELECTION FROM REPORT. \* \* More attention has been paid to reading, spelling and writing, than usual. The penmanship of our schools is better than it has been for some years. The habits and manners of the scholars have received attention, and been improved. Too much care and judgment cannot be exercised in the selection of teachers, qualified in all respects to elevate the whole character of our youth, socially, intellectually and morally, for we are to act on the principle that public education is most perfect, when it resembles private and domestic instruction. And were we to give directions for the selection of teachers, we should describe one who would exercise an influence over and above the efforts for mental improvement, the nearest to that enjoyed in the domestic circle. \* \*

SCHOOL COMMITTEE.—*M. E. White, Elisha Edwards, Luther Edwards.*

### WARE.

SELECTION FROM REPORT. \* \* The length of these schools has been somewhat various, the shortest one being but eight, two of ten weeks, and the remainder, twelve or more weeks. This probably originated in the difference of wages paid in different districts. However, we cannot well forbear remarking that the shortest school, at the closing examination, appeared to be quite as far advanced, as some others which were kept several weeks longer, proving, decisively, that a short school, with a good, energetic teacher, is quite as beneficial as a longer one with a poor, or an ordinary teacher.

Much has been said, in regard to the propriety of employing females, to teach winter schools. The opinions of people vary considerably on this point; espec-

ially where large scholars belong to the schools. We will only say, at this time, we see no reason why those districts which have had female teachers, during the winter term, have any just cause to repent having done so.

The present is a day of peculiar interest in the education of the rising generation; and it is hoped that *our* town will use its best endeavors to be not much behind others in so noble a cause. It is a well known fact, that there is no better index of the character of a nation, of a state, or, indeed, of a town, than the attention paid to the cultivation of the intellectual and moral faculties of the young. \* \*

SCHOOL COMMITTEE.—*Abialbon Carter, Ansel Phelps, Jr.*

### WESTHAMPTON.

SELECTIONS FROM REPORT. \* \* Your committee feel constrained to suggest that the practice of employing females to teach the winter schools, has, in their opinion, in some cases, been carried too far. Although it may be economical in many cases, yet there is danger that by this policy, the older boys may be defrauded. At the age of fourteen, fifteen, and sixteen, they require instruction and discipline, which it is difficult to obtain females competent to administer; and when it is taken into consideration, how important to them are the last two or three years of their education in the Common School, it may well be doubted, whether on the whole, their interests and the interests of the whole can be best promoted by employing females for our winter schools. It would be unsafe to establish any general rule to govern in this particular, but much discrimination is requisite; and hence we have thought fit to add this caution. \* \*

Does it not admit of doubt, whether the fashion of the present day, of taxing the memory with the Peter Parley mode of teaching, to the exclusion of the old fashioned mode of *taxing the powers of thinking and reasoning*, has not a degenerating tendency? \* \*

We believe that the greatest object in teaching, should be to improve and strengthen the ability to think. \* \*

SCHOOL COMMITTEE.—*Orange Clark, Roswell Dickinson.*

### WILLIAMSBURG.

SELECTIONS FROM REPORT. \* \* The schools have advanced, within three or four years, in many respects. More interest is manifested in the cause of education, and the result is a corresponding improvement in the intellectual and moral condition of our youth. \* \*

As insubordination in some of our schools heretofore, has not only rendered them useless, but been productive of positive evil, by its effects on the habits of the pupils, your committee have considered themselves under special obligation to direct their efforts to the promotion of good order. And in this, they have been well sustained by those who feel the deepest interest in the welfare of society. \* \*

Some teachers possess the happy talent of governing their schools without the aid of others, and with little or no corporal punishment; but the vain endeavors of all to accomplish this, have been one cause of the existing degree of laxity in the management of schools.

To this may be added that the school committee have not considered themselves authorized by public sentiment to examine teachers so thoroughly with reference to their ability to govern, as to their literary qualifications. \* \*

Prudential committees are at liberty to refuse offers, without assigning reasons. They must be aware that a dull teacher paralyzes the energies of a school at once; that one who is uninteresting in his personal appearance and manners excites aversion, and that one who is not far in advance of his scholars in every intellectual accomplishment, cannot be highly esteemed. They must be aware, too, that defects like these, are discovered almost intuitively by children; that respect

and obedience are consequently soon lost, and all efforts to recover them vain. A teacher cannot *force* his pupils into a degree of intellectual excellence beyond his own; the repeated and protracted endeavors which are often made to accomplish this are disagreeable and repulsive. \* \* His talents should shine forth without apparent effort; he should always march in the van, and his pupils will follow with delight.

A teacher should be healthy and vigorous. A constant and intense exertion of mind is necessary during school hours, which cannot be sustained for any length of time by a person whose vitality is in a low state.

His mind should be characterized by activity, energy, and decision; his perceptions should be quick and delicate; and if to the catalogue of his good qualities we could add a knowledge of mankind, his labors would be so much the more valuable. \* \*

SCHOOL COMMITTEE.—*Thomas Meekins, Albert D. Sanders.*

### WORTHINGTON.

SELECTIONS FROM REPORT. \* \* No teacher has been permitted to commence a school, without having first submitted to a full and critical examination, in all the branches usually taught in Common Schools. And though the ordeal has been too severe for several highly respectable applicants, your committee are of opinion that it has been none too rigid for the cause of education, and the best interests of the town. \* \*

The schools have sustained a much more elevated character the past than in preceding years. \* \*

The committee have labored most assiduously to influence both teachers and pupils to bestow unusual time and attention upon rudiments. And it is pleasing to remark, that their labor in this respect has not been entirely fruitless. \* \*

In the winter there were some of the most perfect specimens of order and regularity which your committee ever witnessed; and the effect was strikingly manifest in the literary attainments of the pupils. One of the winter schools, however, was a perfect failure in this particular. Whether the fault was with the teacher, the scholars, or the parents, or all together, the committee stop not now to decide. But one thing is certain. A school, without that order and regularity which good government alone can secure, is good for nothing. It is a body without a head.

If a teacher cannot control his school, and secure obedience, it is far more creditable to him, and better for the public, that he should resign his office. It belongs to him to rule,—to the pupils to obey,—and to parents cheerfully to acquiesce. The influence of parents is in this, as well as in every other respect, very powerful. They may make a school easily governed by the mildest means, or they may make it perfectly unmanageable, except by the most rigid discipline of a resolute and unflinching teacher. And it needs but a small share of discrimination, to perceive under which kind of parental influence the children of different families are, in any particular school.

Parents can hardly confer on their children a greater benefit, or bequeath them a richer legacy, than to influence them to be in subjection to wholesome authority at that period of life, properly called their school-boy days. And they can hardly inflict on them a heavier curse, or one which will more surely ripen them in after-life for deeds of infamy and shame, than to influence them to rebel against the government of their teacher. \* \*

Though great improvements have of late been made in the art of teaching, it is still safe to say that much greater remain yet to be made. Perfection is yet far from having been attained. Teachers need to be still more thoroughly taught the great secret of success in their employment. Too many, apparently, regard the mind of the pupil as inert and passive, like the paper in the hand of the printer, rather than as an active and intelligent existence. Hence much time is spent, and much labor lost, in the communication of words without ideas, as unintelligible to him who receives them as the inscription on the monument is to the

marble. Besides, with some who see and deplore this course, and whose great aim it is to communicate ideas, there is a failure arising from not ascertaining precisely where the mind of the pupil labors, or exactly how much knowledge he already possesses. The same language which will communicate knowledge to the mind of one in advanced standing, may entirely fail of doing it to one of less information. The lectures of the college professor, perfectly intelligible to his class, would nevertheless be but poorly adapted to instruct the pupils of a Common School,—not because they are wanting in ideas well expressed, but because the minds of the hearers are not prepared to receive them, by a sufficient amount of previous knowledge. \* \*

SCHOOL COMMITTEE.—*John H. Bisbee, Monroe Gleason.*



## HAMPDEN COUNTY.

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### BLANDFORD.

**SELECTIONS FROM REPORT.** The school committee report, that there is an increasing interest in this community for the cause of education, and especially for the education of our children and youth in our Common Schools. \* \*

It has been a source of satisfaction to your committee, that so little has occurred to mar the peace or hinder the prosperity of our schools. \* \* Notwithstanding we are divided into parties in politics, and into various sects in religion, we have been united as a community, in sentiment and action, in regard to the interests of education. \* \*

We deem it worthy of notice that some of our schools have been conducted, both summer and winter, by females. And, from the success which has attended their labors, we are fully convinced that where a district is small, and finds it difficult to compensate a well qualified male teacher, there is perfect safety in committing their school to the care of a female. There has been, the past year, no greater insubordination in the schools taught by females, than in those taught by males. We think it may be safely said, that the improvement in schools under the care of females, has been equal to that in schools under the management of males. \* \* There has been a great want of punctual attendance on the part of scholars. We will not speak at length upon this, which every one knows to be a very serious injury; but to obviate it, would most respectfully suggest, whether the money appropriated for the cause of education ought not to be distributed in proportion to the average attendance of scholars, in the several districts, upon the Common Schools. \* \*

**SCHOOL COMMITTEE.**—*Henry H. Bates, Franklin W. Gibbs, Wm. W. Crosby.*

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### BRIMFIELD.

**NO SELECTION FROM REPORT.**

**SCHOOL COMMITTEE.**—*Parsons Allen, John Paine, Jr.*

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### CHESTER.

**SELECTION FROM REPORT.** \* \* Reading is not taught as it ought to be. A class is called upon to read. They commence,—the teacher with a book looking over, but not even opening his lips, unless, it may be, to correct some word, and occasionally to sing out, at the top of his voice, "Mind your stops;" "Be careful, and let your voice fall at a period." In this way, without any further instructions from the teacher, the reading lesson is closed, without one remark from him, or even one sentence read by him. Children may read half a century after this

manner,—they may be able to pronounce every hard name from Genesis to Revelation, and yet need to be taught the very first principles of reading. \* \*

SCHOOL COMMITTEE.—*Samuel Bell, Reuben L. Bromley.*

### GRANVILLE.

SELECTION FROM REPORT. \* \* School committees are often placed in most trying circumstances, from the fact that the prudential committee introduce for examination a nephew, a niece, or some other near kindred, and they are left to the alternative either to give offence to the friends, or place in the school an incompetent teacher. \* \*

SCHOOL COMMITTEE.—*Timothy M. Cooley, Calvin Foote, Geo. W. Shepard.*

### HOLLAND.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Wm. A. Webber, Stephen C. Weld, Warren A. Walkie.*

### LONGMEADOW.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Martyn Tupper, Hubbard Beebe.*

### LUDLOW.

NO REPORT FROM SCHOOL COMMITTEE.

### MONSON.

SELECTIONS FROM REPORT. \* \* It is difficult to conceive how any man, in this land, can be a good citizen, a useful member of the body politic, and yet be uninterested in the subject of education. \* \*

No conspiracy more dangerous to the welfare of our country could possibly be formed than one, in which should be leagued together such as look with indifference on the movements for promoting the intellectual and moral improvement of the rising generation. It would be quite as ruinous, and far more certain in its effects, than open hostility. In the one case, friends would rally, and successfully; but in the other, they might be deceived, until defence would be useless or impossible. \* \*

There is too often a lamentable deficiency in teachers. \* \* Cheap teachers are wanted. The agent may or may not be inclined to fall in with the notion that the amount of good done by the school will be in proportion to the number of weeks it is taught; but if this is not his own opinion, he may feel compelled to regard it, if it is generally prevalent in the district. The whole community, therefore, should judge correctly on this subject. In this case, as in every other, the commodity will command a price according to its value. Good teachers will command a good price, and consequently those who are unwilling to pay such a price must expect to have only second or third rate teachers, unless, as is barely possible, they may employ a man who has not yet learnt his own worth. But it may be said that those districts, having but little money, will have very short schools, if they pay larger wages for better teachers. True;—but is it therefore certain that they will be less profited? On the other hand, does not all experience show, that one month, with a good teacher, is worth more than two with

a poor one? And is it not too often true that a poor teacher, instead of doing good, does harm, by forming or cherishing bad habits in the scholars, or by giving erroneous instructions? \* \*

Oftentimes, too, teachers are employed, especially in the summer schools, with reference to whom it is understood, that they are not qualified to give instruction in all the branches mentioned in the statute; and as a reason for this it is said, that the school is "backward," and that the teacher will not have scholars in all these branches. But is it supposed that a teacher, that has not enjoyed and improved advantages for becoming acquainted with all the common and fundamental branches, will be well prepared to give instruction in any of them? And is not this the very course which will keep the school just what it is now, "a backward school?" \* \*

Some of our schoolhouses are far from being what they should be. The committee confess themselves unable to determine what is the advantage in placing children on seats that seem to require a joint in addition to any which nature has given, between the hip and the knee; or why they can study better, exposed to every breath of heaven, through cracks or wider passages, above and below them, before and behind them. \* \*

There is one feature in our Common School system which originally was regarded as the feature of all others most important, that is too apt to be underrated, or entirely overlooked. Our fathers believed with us that "knowledge is power," and they were fully aware that, to impart knowledge is not enough, but that it must receive a right direction. They therefore imposed upon teachers the duty of giving moral instruction; and, that they might do this, they required them to be men of correct moral character and principle. Such is the letter of the law *now*; but is there not danger of its becoming a dead letter? Is it not too often the case, that there is, on the part of employers, little or no inquiry on this point, when ascertaining the qualifications of a teacher? The committee would express the hope that we may never so far forget our highest interests as to prove recreant to those principles by which our ancestors were governed, and which have conducted, more than any thing else, to the unparalleled prosperity of New England.

SCHOOL COMMITTEE.—*Alfred Ely, Samuel A. Fay, Alvan Smith, A. W. Porter, Henry Cady.*

## MONTGOMERY.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Horace Bartholomew, Elisha P. Parks.*

## PALMER.

SELECTIONS FROM REPORT. \* \* What prudential committee would be willing to employ a teacher, to instruct the children of his district, who was wholly incompetent for the task,—or one who would be likely to instil corrupt principles into their minds,—or one, whose examples, if followed, would corrupt the morals of the children of his charge? Yet such teachers might be employed wholly unaware to the committee, and put into school with the very best intentions, if no previous examination were required. \* \*

\* \* Let the parents answer for themselves, and reconcile the facts to their own feelings. In some instances, fifty or sixty children are thrust into a schoolroom not large enough for twenty, and that, too, without ventilation, and there obliged to remain three hours,—except, indeed, they are allowed a short recess to recruit exhausted nature; and in this situation they are commanded not to make any noise, when it would be utterly impossible for one to stir hand or foot without jostling his fellow-student,—and commanded not to whisper, when, to remain three hours under such temptations and not do so, would require a greater self-denial than that of Job.

We have said that the schoolrooms we are describing were without ventilation ; but this assertion we will qualify by saying, excepting such as is caused by time and the elements, both of which contribute, in some degree, to relieve the sufferings of the innocent victims. In another instance, a schoolroom was so smoky as to cause great weeping for the frailties of mankind. \* \* We have however the satisfaction to announce, that two neat and convenient schoolhouses have been erected, the past season, in districts Nos. 8 and 10. \* \*

In our visitations we have found many things to approve and some to disapprove ; and among the latter, we will mention the practice, (which, however, prevails to but a limited extent,) of some of the older scholars' leaving school a few days before the closing examination, thereby showing to all that they are ashamed to have the committee know the depth of their ignorance, or what little proficiency they have made in their attendance at the school. \* \*

SCHOOL COMMITTEE.—*A. V. Blanchard, Gamahiel Collins.*

### RUSSELL.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*George W. Williams.*

### SOUTHWICK.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Thomas Fletcher, Carmi Shurtleff.*

### SPRINGFIELD.

SELECTIONS FROM [PRINTED] REPORT. \* \* The committee would especially invite attention to that part of the superintendent's report which relates to the formation of Union Districts ; and believing as they do, that great advantages would result from the adoption of such measures as are there pointed out, they hope the suggestions made by him on this subject, will receive that consideration to which they are entitled. In Cabotville, a union of districts has already been effected, and a practical illustration of the benefits to be derived from such a course, if adopted elsewhere, will it is believed be made evident to all as soon as the whole plan shall be carried into complete operation. The harmony with which this union has been effected ; the enlightened and generous spirit which has characterized all the measures consequent on it ; and the "beautiful house—far superior to any in all the middle or western part of the State," and undoubtedly the fairest ornament of the town—which has sprung up as the legitimate offspring of this union, altogether present an example which it is hoped other districts will be sufficiently enlightened, generous, and patriotic, to imitate.

Perfectly practical as are the suggestions of the superintendent on this subject, and covering as they do, nearly the whole ground, the committee would add one more which they think worthy of consideration, though at the expense of being thought somewhat extravagant.

The central part of the town is divided into six districts, Nos. 7, 8, 9, 13, 11, 18, forming a territory of about three miles long from east to west, and a mile and a half wide from north to south, containing nearly 1300 children between the ages of four and sixteen, receiving from the town appropriations \$4,000, and employing seventeen teachers, male and female. As now organized, here are six systems, each independent of the other, and each operating very unequally ; for, as may be seen by referring to the valuable table in the report of the superintendent, while it costs but \$2 86 to provide for the education of each child in district No. 8 ; in district No. 13, \$3 66 ; and in No. 9, \$3 60 are required ; and at the same time the advantages in favor of district No. 8, are undoubtedly superior to those

enjoyed by either of the others. Could these six districts be united into one, your committee do not hesitate to express it as their conviction, that, though the actual expense of conducting the schools might not be reduced, their efficiency would be greatly increased, their character become more elevated, and every child within the limits specified, be incalculably benefited thereby.

The formation of such a union would give ample scope for the adoption of a system that might easily be carried to the highest perfection. As nearly as possible in the centre of the united districts, a High School, high in character, as well as name, might be established, to which all in the district would be admitted as soon as they had made the required attainments. By locating this school in the centre of the district, the greatest distance any scholar would be obliged to walk would not exceed a mile and a half,—an inconvenience trifling indeed, in comparison with the increased advantages to be obtained.

Three grammar schools, taught by competent masters, kept through the year, and holding the same rank as the highest of our present schools, could be supported in different sections of the district; one in district No. 8, one in No. 11, and another in No. 18. Each of these would be at about an equal distance from the centre, and neither at an unreasonable one from the extremes. The buildings for these schools are already provided, and they would receive all the scholars of the second grade, and fit them for admission to the central school.

To complete the system, each of the six districts would require to have a primary school kept within its limits through the year, and some of them, two. In these the children would be instructed till they were qualified to enter the grammar schools.\*

\*SELECTIONS FROM SUPERINTENDENT'S REPORT. \* \* The union of districts Nos. 4 and 19, which was harmoniously effected during the last summer, is opening upon the schools of Cabotville a new era. \* \*

The union of these districts will enable the citizens of that village to afford superior advantages for the education of their children. Schools will be opened as soon as the new system goes into operation, for all who wish to study, not only the common English branches, but the higher branches of an English education, as well as the languages. In short, the schools are to be divided into grades, so that a child may enter the primary department, and as he advances in knowledge, be promoted to a higher grade, till he enters the High School, where he may fit himself for business, for teaching, or if he chooses, for college. And this, too, is to be done by the public money. A parent wishing to educate a son or daughter, may do it without expending \$100 or \$150 annually at an Academy or High School out of town. This arrangement, while it does not materially increase expense, greatly increases advantages.

While it is easy to see that the facilities for education are thus increased, it is equally plain that a given number of scholars can be educated the same length of time for less than half the money it costs to educate the same number in the smaller districts. By reference to the statistics it will be seen that Cabotville receives \$1550; it returns 585 scholars, and consequently receives \$2 60 per scholar. District No. 10, receives \$215, returns 30 scholars, and receives \$7 16 per scholar. No. 17 receives \$6 25, and No. 14 \$6 13 per scholar. Either of these sums is more than double what it costs per scholar in Cabotville. The inequality in the distribution of the money, by which the smaller districts receive more per scholar than the larger ones, is an attempt, and a just one too, to lessen the disparity in the facilities for education between these two extremes, and give as far as possible, equal advantages to all the children in town. Yet, after all, how unequal are the advantages. The small districts have the most money in proportion to their number of scholars, and still enjoy the lowest privileges. It may be stated, as a general truth, and the assertion will be supported by a reference to the statistics, that the smaller the district, the greater will be the expense of education, and the larger the district, the less will be the expense; and, again, it is equally true, that the efficiency of the schools, and the advantages to be derived from them are in the inverse ratio of the expense. With some honorable exceptions, in the districts where are fewest scholars, the teachers have the lowest qualifications, labor under the greatest disadvantages, both for want of parental influence, and from the consequent inferior state of the schools and schoolhouses; and, what is worse, they must teach and govern scholars of all ages, and of every degree of attainment,—becoming at one time the teacher of an infant school, and the next moment turning their attention to fitting the advanced scholars for the business of active life,—save that the period of so great a transition may now and then be prolonged, by bringing to justice for the same offence, the young man enrolled in the militia, with the child fresh from the nursery. \* \*

These facts show how unfortunate it is for a town to be divided into a great number of small districts, and still more how impolitic, I had almost said criminal, is the measure of subdividing a district already too small, merely to gratify a selfish desire which the families of a small neighborhood may have, to accommodate themselves with a school at their door. How much better it would be, wherever practicable, for small districts to unite and enjoy the advantages of a better classification, and of a higher order of instruction. It is to be hoped that other districts in town will soon follow the example of districts Nos. 4 and 19. Districts Nos. 9, 18, and 13 are favorably situated for a union. \* \*

The improvement which might be made in the system of conducting the schools, is another reason why, wherever practicable, small districts should be united.

Two objects are to be kept in view, in framing a system for conducting schools. One is to secure both in thoroughness and extent of instruction, the best possible advantages for education; the other is to obtain these with the least possible expense. The former has reference to the *quality* and *quantity* of an education, the latter to the *cost* of it. Unfortunately, in the struggle to increase the one and diminish the other, victory is too often declared in favor of the latter. Still, when such is the fact, the question is important, upon what system can these limited means be expended so as to be most pre-

The *supervision* of the schools is a subject which your committee deem worthy of more than a passing notice, both on account of its great importance, and from a persuasion that the present mode of entrusting the performance of this duty to a superintendent is neither fully understood nor appreciated. \* \*

Until within the last two years the supervision of our schools, as elsewhere, was entrusted to a committee, when, upon their suggestion that the best interests of the schools required a far more efficient method of inspection, and in accordance with their recommendation, the town voted to employ a superintendent, whose whole time and efforts should be exclusively devoted to this duty. It is now a little more than eighteen months since this plan has been in full and successful operation, and as its further continuance depends upon the action of the town, the committee feel it their duty not to suffer this opportunity to pass without expressing their views on the subject. \* \*

The laws relating to this subject require the committee to ascertain, by personal examination, the literary qualifications of all the teachers employed in the Public Schools of the town,—to direct what books shall be used,—to make official returns to the Secretary of State of the statistics of the schools, and a detailed report to the town, of their condition, improvements and defects,—and to visit each school near the opening and close of the same, and also once a month through the whole term they are kept. The time required for the faithful discharge of these various duties cannot fall much short of 300 of the 365 days of the year; or two days each week, or three months out of the twelve for each member of the committee;—in other words, would occupy the whole time of any one man through the year.

To perform the mere visitatorial duty as the law requires, and to any good purpose, would of itself demand not less than 250 days. All this is essential to the prosperity of the schools. And where are those to be found amongst us, who can or will devote their time and labor, to such an amount, to the public service, for the mere pittance of a dollar a day,—too little for compensation, and no stimulant to philanthropy. Can the professional man leave his office, the merchant his store,

ductive. In the article on attendance, I have shown that 34 per cent. for summer, and the same for winter, of the public money, a sum equal to nearly \$3000, has been lost on account of the non-attendance of the scholars. I propose to show under this head, that another share of the money is rendered unproductive, owing to the inefficient systems upon which it is expended. In some of the districts, I am aware that no change can be made, unless it be that the parents awake to the importance of education, improve their present system, and employ, and sustain the best of teachers, even though the length of the schools should be somewhat diminished. But in all the large districts, and in such as might become large, by a union of small ones, material changes might be made in the plan of conducting the schools. Indeed, if districts Nos. 16, 5, and a part of 3, should unite, also Nos. 9, 13 and 18, and No. 11 would change their plan of conducting their schools, by far the greater part of the children in the town could enjoy the best of advantages for education. Of the 2670 children, 2220, or five-sixths, would come within improved systems, and only 450 be left out.

The objection to the present plan of conducting the schools, with the exception of No. 8, and Cabotville hereafter, grows out of an imperfection in the *division of labor*. In Cabotville, for example, during the winter, eight schools were kept, and in six of these were heard recitations from the same text books; and in some of the schools, three or more classes, in different stages of progress in the same study. Now had the studies been so arranged, that the recitations, in geography for instance, should come the same hour, and had some of the least advanced classes in that study belonging to the higher schools, and some of the most advanced classes in the lower schools been called upon at the same time, six persons in visiting these schools simultaneously, might have heard recitations from the same page. Six teachers would have been employed, one half hour each, in hearing as many small classes. Three hours, or one half day for one teacher, would have been devoted to these classes. Now had all these been united in one class, a single teacher with good apparatus would have given more instruction in that half hour to the united class, than the six teachers could with their means of performing the labor.

All this advantage would be gained on the supposition that the teachers are equally well qualified to instruct in geography; but let one person devote himself to the study of geography alone, let him examine the best modes of teaching it, and interest himself deeply in it, and he would accomplish twice as much in a given time, as another teacher, whose attention is divided between six or eight different studies; and what is better, such instruction would possess more intrinsic merit. The principle is, the less the number of studies that occupy a teacher's attention, the more effectually will he teach.

Another loss resulting from such imperfect classification, arises from the necessity of employing a greater number of teachers than would otherwise be needed. And as the sum to be expended is limited, the more teachers you employ, the less each can receive; and since, as a general thing, the price of a teacher's services is an exponent of his ability, it follows that teachers of lower qualifications must be employed than otherwise would be, and hence the standard of education cannot be raised. No opportunity is afforded to employ teachers pre-eminently qualified to give character to the Public Schools. Place at the head of a well regulated system of schools, a man of ability and experience, and his influence will be felt throughout every part of the system, notwithstanding his time may be, principally, spent in one school. A system is needed, one in which a large number of scholars shall come under the government and general supervision of a thorough disciplinarian, one in which the principles of classification and promotion shall not be left to the caprice of the scholars, but so defined, that mere advancement in age or stature, or particular preferences, shall not fix the grade to which a scholar shall belong. \* \*

or the mechanic his shop, two days in each week, for the performance of these duties, without imposing on himself a burden too heavy to be borne?—or if his philanthropic spirit should lead him to make the sacrifice, could he perform them, after all, as well, or as efficiently as one who should give to them his whole time, his undivided attention?

The question, then, of the expediency and wisdom of sustaining the office of superintendent, does not, in the minds of your committee, admit a moment's doubt; they can see no other way in which the work can be done, or at the very best, done with half so much effect.

But it is often asked, "What good does the superintendent? where is he? and what is he doing? we never see him; we know nothing about him." True enough,—they who question thus never do see him; the schoolroom, where his duties call him, is the last place most persons ever think of entering. They visit, with becoming regularity, their barns, to see if their cattle and pigs are well fed, well tended and thrifty; their stores and work-shops, to make sure that all goes prosperously on; but the schoolhouse,—often, indeed, a place they might be justly pardoned for wishing to avoid,—the place to which their children are sent to acquire knowledge, form habits and receive impressions, which, good or bad, will influence their course through life,—to this a friendly visit is rarely if ever paid. But this is the field of the superintendent's duty;—here he can be seen; *here* his influence is felt; and, if they who wonder at what he is doing, would but come here, though their visits were "few and far between," their doubts would need no other solution. These questions, however, require a more definite answer. The superintendent goes into the schools, not to sit an hour or so, and then walk away, but by a personal examination, to ascertain their real progress; he takes a class and drills them; makes suggestions to the teachers for the correction of such defects as his practised eye readily discovers, and aids and encourages both the teachers and the taught;—all formality is laid aside, and a friendly confidence prevails. In most, if not all the schools, his visits are looked forward to with interest by the children, and pleasure by the teachers;—the former are emulous of his approval, the latter desirous of his coöperation. And the committee are happy to say, that so far as they have been able to ascertain, the great body of the teachers concur with them in their estimate of the value of the office, and freely acknowledge that they have derived much benefit from the superintendent's labors.

The responsible duty of employing teachers is entrusted to the district committees; but they, in a large majority of cases, have resorted directly to the superintendent, either to do the duty for them, or to ask his advice. Now when it is considered that the number of different teachers annually employed is not less than sixty, and that the superintendent, from his position, enjoys unusual opportunities for making selections, either from the large number with whom he is personally acquainted, or the still larger number who apply to him for situations,—and these have not been less than 200 the past year, from all parts of our own, and even other States,—the value of the services which he has rendered in this way cannot be over-estimated;—if the positive, actual gain, which has accrued to the schools, from this source alone, could be stated in dollars and cents, it would, as the committee believe, equal at least all that it has cost for their supervision.

Among the specified duties of the superintendent, he is required "to hold meetings of the teachers, in the north and south sections of the town alternately, *once in two weeks*. The design of these meetings is for the improvement of the teachers in their modes of instruction and discipline." This duty has been faithfully performed; the meetings have been held *once a week* in each section, and the teachers have shown the value they attach to them by their punctual and general attendance. No better plan than this could be devised for the improvement of the teachers, and consequently the schools, for it is almost an axiom, that "as is the teacher so is the school." The different branches of study pursued in the schools are in turn made the subjects of discussion at these meetings, and the best methods of teaching them illustrated and enforced.

Thus a spirit of inquiry, and an interest in their profession, is excited among the teachers. It may be that one possesses a superior method of instructing in a particular branch; a knowledge of this he imparts to all, while from them he may derive an equal benefit on some other subject. Thus the light that would other-

wise shine on *one* district only, sends its rays abroad upon *all*. And at these meetings the superintendent is always present and active. To the subjects under discussion he has devoted time and attention. In his monthly rounds, forty or fifty different schools come under his inspection, and he has noted the practical operation of the various systems and modes of teaching in each. He has made himself familiar with the improvements in instruction and discipline, which have been made or adopted in the best schools of our own and the neighboring States. The information acquired from so many sources is imparted directly to the teachers, and, through them, the benefits they derive from it, are transmitted to the schools.

Such are some of the duties imposed on the superintendent, and justice requires the committee to say they believe them to have been faithfully and effectively performed. \* \*

SCHOOL COMMITTEE.—*Geo. Eaton, R. F. Ellis, E. Russell, H. R. Vaille, J. Pease.*

### TOLLAND.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Roger Harrison, George W. Granger, Alfred Webber.*

### WALES.

SELECTIONS FROM REPORT. \* \* We judge that there was a degree of insubordination manifested by one or more of the larger boys in this school, which was not only highly injurious to the school, *but was disgraceful to themselves*; nor does it speak very favorably of their early training. \* \*

While we go upon the principle that because a school is small and backward therefore a teacher with inferior qualifications, will answer for it, it is certain such schools must always remain backward. \* \*

SCHOOL COMMITTEE.—*William Gordon, Henry Pratt.*

### WESTFIELD.

SELECTIONS FROM REPORT. \* \* The Union District school has been conducted in a manner gratifying to the friends of education as well as beneficial to the scholars attending,—more than realizing in its advantages the most sanguine expectation of its most ardent and zealous friends. \* \* We can but express a desire that the school may be continued, believing that every advantage presented by our academical institutions is here presented with less expense and with no less benefit. \* \*

In the employment of teachers, a parsimonious spirit should never be exhibited. We should give freely and liberally for the education of our children. There is no better investment than an investment in Common Schools. As a government, we may establish armaments and erect fortifications for national defence, but the surest arm of defence against “foes without and foes within,” is found in the *standard of general education*. \* \*

SCHOOL COMMITTEE.—*Calvin Torrey, Homer Holland, David Moseley.*

### WEST SPRINGFIELD.

SELECTIONS FROM REPORT. \* \* From the too manifest disposition, on the part of the town, to reduce the *number* of the committee, while their *duties* must necessarily remain the same, we have sometimes felt that the town never intended that the committee should perform them.



Entertaining some doubts respecting the *legality* as well as the propriety of certain votes passed by the town in previous years, to pay a part only of the bills presented by the school committee for their services, we wrote to the Hon. H. Mann, Secretary of the Board of Education, for information in this matter. Mr. Mann, in reply, says:—"The law establishes the duties of the school committee. It has provided the amount of compensation which they shall receive for their performance of them. The town has no more right to fix a less compensation than they have to abate their proportion of a county or a state tax. If they do not pay the amount, the committee have a right of action, and would recover it in any court of law."

Your committee cannot but feel that the faithful discharge of the duties established by the statute, is absolutely essential to the well-being of our schools.

With regard to the duty of visiting the schools, (a duty which, in the opinion of some, might well be dispensed with,) it is believed that a moment's reflection will convince every thinking man that the best interests of education cannot be secured without it. There are few men of business among us who would be willing to hire laborers and commit their business entirely to them, without caring to ascertain, from personal oversight, how those laborers were discharging their duty. The man of business who should altogether neglect such supervision of his own affairs, would soon find himself a bankrupt. We believe that bankruptcy in knowledge is as disastrous as in property.

The amount of money annually expended on our Public Schools cannot be much less than \$3000. Is it wise to lay out this sum without any effort, on the part of the town, to know whether it be well or ill expended? Should the town take no measures to ascertain whether its inhabitants receive any adequate return for their money?

But it is not here alone that we see the vast importance of a faithful supervision of our schools. These are the places where the minds of our children receive their most lasting impressions. Here the mind is developed. Here the character is moulded. Here goes on the work of training up the future pillars of society,—the men and the women who shall come after us, to take our places in the community. Is not the town interested to know what shall be the future character of its people? Should it not endeavor to provide, in every possible way, that that character be of the right kind?

Your committee believe it is idle to say, that, if the duty of a faithful supervision of the schools is not discharged by them, it will be performed by the parents residing in the several districts. The almost universal experience of every teacher is, that if the committee do not visit his school the school is not visited at all. \* \*

The evils of lax discipline have been painfully manifest in some of our schools, so that the scholars rather than the teachers had evidently the mastery. As might have been expected, the progress of these schools has been backward rather than forward. \* \*

In the last, as in previous years, a great obstacle to success in our schools has been found in the want of proper qualifications on the part of teachers. There has been a great destitution of elementary knowledge. Few have been able to tell the powers of the letters of the alphabet. Articulation has too often been "ropy" and indistinct, and not one in ten among those who have presented themselves for examination has been well acquainted with the principles of punctuation. Few have ever thought of going behind the rule, either in *grammar* or *arithmetic*, to explain or even to understand the *principle* on which the rule was based. The efforts of too many of our teachers have been confined to impart to the scholars' *memory* a series of *words*, rather than to open their *understanding* to the reception of *ideas*. \* \*

SCHOOL COMMITTEE.—*A. A. Wood, P. Gallup.*

## WILBRAHAM.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*John Bowers, Isaac T. Goodnow, Alvin Bennet.*

# FRANKLIN COUNTY.

## ASHFIELD.

**SELECTION FROM REPORT.** \* \* There is, in the minds of some few, a strong prejudice against the superintending school committee. They are especially opposed to their visiting the schools. They are of opinion that the visits of the committee are prejudicial, rather than useful, and have no desire that they should perform this part of their duty. Consequently, if the committee propose any improvement, they feel suspicious and are ready to oppose.

The greater part of parents, guardians, and even teachers, feel that attention to pronunciation, the sounds of letters, accent, &c. is of little importance. Some are even willing to ridicule the idea. They think if people pronounce so as to be understood, it is sufficient; or, at least, if their children pronounce as correctly as they do, it is all that is desirable. \* \*

**SCHOOL COMMITTEE.**—*Sereno D. Clarke, Wait Bement, Hiram Belding.*

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## BERNARDSTON.

**SELECTIONS FROM REPORT.** We have observed, with a high degree of satisfaction, the increased attention paid by parents and others, to our schools.

At the close of the winter term, there were present at the examination, in

District No. 1,	-	-	-	-	-	18	visitors.
" No. 2,	-	-	-	-	-	14	"
" No. 3,	-	-	-	-	-	15	"
" No. 4,	-	-	-	-	-	2	"
" No. 5,	-	-	-	-	-	15	"
" No. 6,	-	-	-	-	-	2	"

\* \* Let all the young be perfect in the "key sheet," learn the sounds of the letters, and the like, or they will not be properly taught; and, by their peculiar pronunciation of some words, will be apt to *tell* of it, as long as they live. \* \*

In addition to the common branches taught in your schools, book-keeping, to some extent, has received attention; and this your committee conceive to be of indispensable importance. It should be common in our Common Schools.

The writing and folding of letters have not been wholly neglected. \* \*

Your committee rejoice with you, that the scholars generally, of the respective schools, have so readily submitted to wholesome government,—appeared to respect and love their teachers, and, as we hope, have grown wiser and better. It is the duty of teachers to inspect the manners and morals of their pupils,—to set before them the beauty of goodness, and the meanness and deformity of vulgarity and vice. \* \* The young should ever avoid every thing indecorous, obscene, and profane; be kind to one another; treat their parents and superiors with respect; fear and love their Maker, and be familiar with the life and teachings of the Savior, and follow him. \* \*

**SCHOOL COMMITTEE.**—*T. F. Rogers, Henry W. Cushman, Arctus Ferry.*

## FRANKLIN COUNTY

## BUCKLAND.

SELECTIONS FROM REPORT. \* \* Our schools have enjoyed emphatically a time of peace. We have witnessed a degree of subordination to wholesome regulations and mutual confidence between teachers and pupils, truly commendable. \* \*

Your committee would suggest the plan of dividing large schools, placing the younger part under a female teacher; and thus giving the older scholars all the advantages they would enjoy in a high school. \* \* This principle has been adopted in the centre district during the winter term. \* \*

Your committee are of opinion that both departments in this school have been benefited essentially by this arrangement. \* \*

SCHOOL COMMITTEE.—*John Porter, N. G. Trow.*

## CHARLEMONT.

SELECTIONS FROM REPORT. \* \* Suppose a case where the inhabitants of a district exert their influence in opposition to a teacher, or where they simply neglect to give countenance and support, and Napoleon himself would not hold in subjection such a school. And your committee beg leave to propose here, as orthodox, another doctrine, viz., that every species of human government is based upon that of the family. Let family government remain in its integrity, and school government and civil government and every government will flourish. \* \*

Permit us in conclusion to remark, that the cause of general education should be dear to us all. It is that upon which all our distinguished privileges depend, and upon which our free institutions are and must be based. Fleets and armies have far less to do with the perpetuation of our liberties than Common Schools.

SCHOOL COMMITTEE.—*Amherst Lamb, John D. Smith.*

## COLERAINE.

SELECTIONS FROM REPORT. \* \* Our teachers the past year varied much in their fitness for school keeping;—a few were good; many were of an indifferent, ordinary character; a few were decidedly bad. We found some, who maintained good order among their scholars,—not so much, in many instances, through punishment, or the fear of it, as through a conciliation of kind feelings and of respect,—who spent much time and pains to learn their scholars to read correctly and understandingly; who were constant in their efforts, not only to make their pupils acquainted with the *meaning* of words, but with the *principles* by which they are spelt and pronounced; who endeavored to make the recitations and progress in arithmetic *thorough*,—dwelling upon the principles of each section, until they were fully comprehended and familiar; who, in short, seemed to know and do their whole duty. We found some, also, who *failed* to govern their scholars; who, instead of preserving quiet and attention, were unceasingly teased with confusion and negligence; who, instead of requiring their pupils to review a badly spelt lesson, let them pass on to a new one, which, in its turn, was to share a similar fate; who were so defective in arithmetic, as to be unable to explain its simplest principles, or even to work out mechanically its easier problems; who were unfit to teach writing, not only on account of their poor penmanship, but also because they were unable to spell their copies correctly; who allowed pupils, daily, through the whole school term, to run over a page or more in some reading book, miscalling one third, perhaps one half of the words, without obtaining the meaning of a single sentence; who, indeed, seemed to know and do no part of their duty. Of the *character* of such teachers we forbear to speak. It is not for us to say whether they were too *stupid* to perceive their incompetency; or whether, perceiving it, they were too *depraved* and *reckless* to put an end to its mischief. \* \*

Nearly half of the teachers, the last year, failed to present themselves for examination. This failure is in conflict with a law of the Commonwealth; and such

teachers are entitled to no compensation for their services. Many, we believe, are guilty of it because their acquirements and capacities will not bear inspection. The ultimate responsibility, however, for this evil, rests upon the inhabitants of those districts that permit it. We are surprised that this spirit, manifestly so wrong and mischievous, should exist in any quarter. An examination can do no harm; it will in most cases detect an existing literary disqualification; and if it be understood that no one will be employed unless he be examined, many unworthy and incompetent persons will be deterred from making an attempt to teach; and those who do make such an attempt, will, previously to their appearance before a committee, make themselves more familiar with the several branches of instruction, than they would if allowed to go into a school without examination. \* \*

Voluntary contributions should not be deemed a proper substitute for a lack of public funds. A Private School may do very well for those children whose parents are willing and able to support it; but its door is closed against the children of the poor. \* \*

Those itinerant candidates for teaching, with whom the inhabitants of the town are yearly beset, are for the most part such as are unable to find employment where they are known; and who can seldom offer any other recommendation than the lowness of their price, which may safely be taken as testimony against them. A good teacher always commands good wages, and moreover is not obliged to journey among strangers to obtain business. It is a miserable infatuation which leads a district with few scholars, and of small means, to employ an illiterate fellow at \$12 the month, when an excellent female might be employed for less. \* \*

SCHOOL COMMITTEE.—*Horatio Flagg, A. H. Stewart.*

## CONWAY.

SELECTIONS FROM REPORT. \* \* The committee noticed that the class in geography were allowed the use of the atlas in their recitations, which, in effect, was merely teaching scholars to read their answers. We are sorry to say that in one or two other schools the same practice was pursued. Your committee cannot too strongly condemn this manner of teaching geography. If a knowledge of this subject is of any use to a person, it is highly important that it should be carried in the head. And your committee believe that a thorough knowledge will not be obtained, where scholars are allowed the use of the atlas in recitation. \* \*

The committee were informed that a number of the older scholars were absent on the day of examination. We lament that any young gentleman should be so wanting in the first principles of honor and justice, as to turn traitor to his mistress, after she has diligently exerted herself for his benefit through a long winter, at the very moment when his presence should be necessary to her advantage. This practice of running away from an examination, your committee would condemn in the strongest terms.

No. 3. \* \* Its summer term was not conducted in a manner so much to secure thoroughness in the attainments of its pupils, as to make a display at the close. Your committee have always disapproved of any forced efforts at display at an examination. They are happy to find, however, that no attempt of that kind was witnessed at the close of the winter term. \* \*

No. 6. \* \* This school, instead of losing, as in the last, one third of its time in summer, lost but one ninth; and in winter one eighth, instead of one fourth, as in the other. Its superior condition is equal to the general punctuality with which it is attended. \* \*

No. 10. \* \* This school it appears has lost but one fifteenth of its time, and we find that its success has been proportionate to the attendance. It contains quite a number of advanced scholars, who add much to the interest of the school. This school has been well sustained by the interest and coöperation of the parents, in this as well as in former years, and it has for a long time ranked among the first in town. \* \*

Your committee would take this opportunity to recommend, that in those dis-

tracts where scholars have learned to sing they be encouraged to practise it in school, by selecting teachers who, if well qualified in other respects, will be able to lead them in this delightful exercise. \* \*

No. 15. \* \* This school has probably improved more within the last five or six years, than any other in town. A new interest seems to have been awakened in the district of late, and the progress of the school, from being one of the most backward till it is now one of the most forward, is a sufficient evidence of the happy effect of that increased interest. The two last terms have considerably advanced the condition and reputation of the school. \* \*

In reviewing this brief sketch of the condition of our schools, we are naturally led to inquire what causes the great difference in the attainments of the scholars in the several different districts? Why is it that No. 1 stands so much higher than No. 9? They have each about the same number of scholars, and the natural endowments are as great in the one as in the other. Why should No. 10 show us, almost every year, a better school than No. 2 or 3, and others of the same size? Or No. 6 than No. 5? There are some allowances to be made in a few districts, as has been mentioned, on account of the change of the scholars. \* \* The grand difficulty consists in the *apathy of parents*. \* \*

Writing is perhaps the most difficult branch to manage advantageously of any taught in our schools. Teachers are, in general, less qualified for this than for any other branch; and the constant change of teachers, from year to year, prevents scholars from acquiring a well established and regular hand. In view of these difficulties, your committee would recommend that our successors in office make selection of a writing book containing a system of writing, and that books be furnished at the depository at as low a price as possible, and all the scholars be required to furnish themselves with them. In this way a regular system would be practised from year to year, and the defect from adopting new hands every season be broken up. Besides, a uniformity of books would have a tendency to stimulate the scholars to keep them with neatness and order, and much greater proficiency would be likely to be made.

Another great defect in schools is, that the rules of good behavior and polite deportment are not sufficiently attended to. Those old-fashioned rules of respect to the teacher and the passing traveller, and to the rights of each other, have, we are sorry to say, become almost a dead letter. Indeed, your committee have to lament that correct moral principles are not more inculcated in our schools than they are. We are aware that many object to any religious teaching in Public Schools, and your committee are as strongly opposed to sectarian instruction, or the appropriation of public funds for the benefit of a particular religious denomination, as any one can be; but they do believe that the inculcation of those virtuous principles, which all good citizens allow to be essential to a good neighborhood, and on the general diffusion of which the perpetuity of our free institutions mainly depends, and which the laws of the Commonwealth require, should be more generally attended to. \* \*

SCHOOL COMMITTEE.—*John Clary, Austin Rice, E. D. Hamilton.*

## DEERFIELD.

SELECTIONS FROM REPORT. \* \* The first and most obvious evil consists in a superabundance of school books, in relation to the same study. This cannot but greatly perplex and embarrass the teacher, and prevent the successful operation of the school; it imposes, also, more than a useless tax upon the parents. \* \*

There is prevalent in the country great pride of authorship. Every man of letters seems to feel authorized to publish a school book, or rather to compile one. The country is absolutely flooded with school books; and every new book has a mighty superiority over its predecessor. It is acknowledged that this evil cannot be expelled at once. It would impose a tax upon the community, bearing too heavily upon those the least able to sustain it. But it might, it can, and ought to be remedied, by a gradual, systematic and persevering action of the school committees. \* \*

SCHOOL COMMITTEE.—*Samuel Ware, Pomeroy Belden, J. A. Saxton.*

## ERVING.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*N. W. Packard, Asa H. Albee, Calvin Priest, Jr.*

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## GILL.

SELECTIONS FROM REPORT. \* \* Experience has shown that even lads of considerable age will, from a sense of honor, more readily yield obedience to a competent female than to those young men who commonly seek employment, unless they happen to be of uncommon talent and qualifications. Your committee therefore, while by no means discouraging the employment of male teachers who are suitably qualified, provided funds for sustaining them can be afforded, would nevertheless recommend the employment of distinguished female teachers, in all cases where the sums raised for schooling purposes are necessarily limited. And to this end, your committee would recommend to females among us, who are thinking to engage in this course of employment, to spend some time in those preparatory schools which are instituted purposely for this great and good object. And your committee are furthermore happy to state, that there are two schools of this description in the Commonwealth, of high character, established expressly for qualifying both male and female teachers for their useful and responsible employment; and so far as the observation of your committee extends, teachers therein prepared have uniformly acquitted themselves in a manner highly satisfactory to their employers. \* \*

The time has unquestionably arrived, and the public good imperiously requires, that *teaching* should be accounted a more professional employment; and that the public should be less liable to the imposition of that kind of literary quackery which has long been practised by stranger applicants, of whose attainments and capacity little can be known except what is elicited by the short interview of examination. \* \*

SCHOOL COMMITTEE.—*Josiah W. Canning, Charles Haywood.*

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## GREENFIELD.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*T. Strong, A. Chandler.*

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## HAWLEY.

SELECTION FROM REPORT. \* \* We regret that there was no more of general interest felt by the teachers in laboring to improve the moral condition of the pupils. The improvement of our youth in virtue is certainly a very prominent part of education. Intelligence without virtue will no more make an obedient child, a good husband or wife, a good neighbor and citizen, than it will make a good Christian. All our children have moral natures, and these are confessedly the superior part of the man. The means of their improvement should not occupy a secondary, but a primary place in our schools. No man wishes to pay his money to raise up a generation fitted to be expert in mischief, but a generation that shall be wise to do good, and shall prove a blessing to the world. Thus, while we are utterly averse to all sectarian influence, and to making creeds the test of a teacher's qualification, we *do* feel the vast importance of moral worth as a qualification in a teacher. If this is wanting, every thing is wanting. \* \*

SCHOOL COMMITTEE.—*Moses Miller, John Tobey, Anson Dyer.*

## HEATH.

**SELECTION FROM REPORT.** \* \* Parents should also be careful in their remarks in relation to the teacher. One harsh remark will sometimes spoil the influence of the teacher over the child. Men will lift their hands to vote moneys for the school who will not lift a finger to keep their children regularly at school. In this country no man has a right to bring up his children in ignorance any more than he has to starve them, or let them go naked.

There is a decided difference in the attainments of the several schools during the past school year. Those where the parents have shown the most interest have made far the greatest improvement. \* \*

**SCHOOL COMMITTEE.**—*John Hastings, Jr., John Temple, 2d.*

## LEVERETT.

**NO SELECTION FROM REPORT.**

**SCHOOL COMMITTEE.**—*Samuel Everett, David Eastman, Zebina Field.*

## LEYDEN.

**SELECTIONS FROM REPORT.** \* \* In the former annual report, the chairman of your committee spoke very forcibly of the necessity of employing competent teachers. We are very happy in saying, that, in the majority of instances, this great desideratum has been attained; but in some few cases, we regret to say, that this is not the case. We cannot let this opportunity pass without again impressing this matter upon your minds. One great obstacle to the progress of our schools, is, the successful attempts to evade the law for the examination of teachers. It is high time, in our opinion, that a stop be put to this thing. That the law requiring the examination of teachers, and a certificate of the examining committee, in order to draw the pay for their services, should be utterly evaded, and that young, inexperienced and incompetent teachers, should be suffered, day after day, week after week, and month after month, to remain in the schoolroom, with little or no benefit to the scholars,—to eat out and get fat upon our substance, and at last walk off with their pockets lined with our money, is a matter that calls loudly for reform. This is a point that deeply concerns us all, both in a moral and financial point of view; and let us all see to it. And for the future, let it be distinctly understood, that every teacher that enters the schoolroom without first having procured a certificate from the examining committee, is teaching on his own hook, and is getting all the compensation he will ever get, as he goes along, so far as the public chest is concerned. \* \*

We would take this opportunity to express our entire approbation of the law for supporting and managing our primary schools. Entertaining, as we do, this idea of the law, we would say, that every attempt to evade its provisions, should meet the hearty rebuke of every citizen of this town. Wherever this is the case, and the law has been carried into successful operation, a more general interest has been excited in the cause of education, both among parents and teachers, and the schools elevated to a standing truly enviable. \* \*

In one or two of the districts, they have been somewhat unfortunate in the selection of teachers for the winter schools, owing, in a great measure, as we think, to the evasion, or worse than evasion, of the law for the examination of teachers. In one of these, the teacher, after finding considerable dissatisfaction with the school, and people of the district, took a very judicious course; that was, to leave the school. \* \*

So far as the raising of money is concerned, for the support of schools, you have been very liberal in your appropriations, and we doubt not, will be in future. Then let us see that it is properly, and profitably expended. Be careful the money remain in the public chest, till needed to pay your teachers. Be sure they do not filch it out with a false key,—or, in other words, let every prudential com-

mittee see that the teacher is examined before entering the schoolroom;—encourage your school committee in the performance of their duty, in visiting the schools, and suggesting plans of improvement. \* \*

SCHOOL COMMITTEE.—*W. A. Wilkins, John Mowry, 2d, E. W. Parker, F. W. Carlton, E. Foster, Jr.*

## MONROE.

### NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Hiram G. Sheldon, Charles Phelps, Martin Ballou.*

## MONTAGUE.

SELECTIONS FROM REPORT. \* \* Your committee would take this opportunity to submit the following suggestions respecting the peculiar duties of the different classes of persons concerned in the schools; not indeed purposing to embrace all those duties, but only such as we deem it important now to insist upon. We speak first of the "*superintending school committee*." And we believe it to be the duty of that committee, to examine the teachers more thoroughly, than they have heretofore been examined, and to require a greater amount of learning, and a greater degree of readiness and accurateness, than has as yet been demanded. Scholars will not ordinarily be engaged in their studies, and incited to severe application, unless the teachers have knowledge enough in all the branches taught, to go somewhat beyond the school books, and make the studies interesting, by entertaining remarks touching the various subjects, calculated to fix the truths taught in the mind, and to create in it a desire for greater attainments. To most young persons, the paths of knowledge seem rugged and ascending. And if the teacher knows enough only to ask the questions appended to the lesson assigned, and hear the answer; if he never dares to venture beyond this path, from fear of being lost himself, or from conscious ignorance of all things outside the covers of the school book, his pupils, for the most part, will learn only when they dare not do otherwise, and rejoice when they are allowed to turn their backs upon both teacher and books.

Your committee are fully persuaded, from observation, that many teachers employed in this town in years past, have not possessed knowledge enough to render the studies of the schools interesting, and that, consequently, the time of the scholars, and the money of their parents, have been, to a lamentable extent, wasted. In examining teachers, we have, therefore, raised somewhat the standard of requirement, and earnestly hope that the committee for the coming year, will raise it much higher.

Not to speak further of the duties of this committee, as time will not permit, we would call your attention to those of *the district*, or "*prudential committees*."

It is their part to procure the teachers; and a very important part it is. \* \* A man may be utterly unfit to teach; he may have an unhappy disposition, and, consequently, be unable to obtain the respect and affection of his pupils; he may have no faculty for governing a school; he may have book-knowledge, that is, knowledge of school books, and still be destitute of good common sense; without which, he cannot succeed. A very common failing this. Finally, he may have learning, and with it at the same time, such an air of awkwardness, or bashfulness, or absent-mindedness, or frivolousness, as to render it certain that he will be ridiculed, imposed upon, and despised by those who are placed under his tuition.

In view of these and the like facts, the "*prudential committees*" should be cautious in selecting their teachers. They should, in the first instance, *look at them*, and by observing their appearance and conversation, endeavor to come to an intelligent opinion as to whether they will be able to command the respect, and enlist the affections of the school. When not personally acquainted with such as propose to teach, they should diligently inquire concerning their disposition, gen-



eral character, previous success in teaching, if they have taught before, and, in all ways open to them, seek to learn whether they possess those other qualifications, as essential to success, as is the qualification of learning.

On this point your committee insist, believing that if the prudential committees are at little or no pains, (as has frequently been the case,) and hire any persons that come in their way, provided they will teach for a moderate compensation, nothing which the superintending committee, or other persons can do, will make up for their negligence, or remedy the evils thus occasioned. \* \*

Your committee are desirous of presenting as briefly as possible, one other subject to your attention. It is that of school books. \* \*

In many towns the committee ascertain what the best school books for the several classes are,—they purchase a number of every kind, so many, say, as may be obtained for fifty or seventy-five dollars; they deposit them with some man in town, and sell them at what they cost, as bought at wholesale, of the bookseller. Then, when a scholar needs a new book, he buys it at this depository; and so in the course of two or three years, all persons who should belong to the same class in any school, have the same books, and the classes of similar age in different schools, have the same books. In this way, books are obtained very much cheaper, and more readily and easily,—better books are obtained,—frequent changes are avoided, and the interests of education greatly promoted.

Your committee are of opinion that there can be no such thing as regularity in respect to the matter of school books, until some such system as this is adopted; and that were such a system adopted, it would be found to result in saving not an inconsiderable amount of expense and trouble, to the inhabitants of the town, yearly. \* \*

SCHOOL COMMITTEE.—*J. H. Merrill, Luther Wilson, Henry Wright.*

## NEW SALEM.

SELECTION FROM REPORT. \* \* We here close the details of the several schools in town. As a whole, we think the schools would not suffer by a comparison with those of former years. It is true, some of the best this year, were not so last; and some, that received high commendation last year, were not entitled to it the year before. There is a constant variation in the same districts, and changing from good to bad, or bad to good, in different districts; and in view of this, your committee have come to a result, which may be relied on with confidence, and it is one of great practical importance, viz., that the best schools invariably follow the best teachers, without any sectional prejudice of north or south, east or west, or centre. \* \*

SCHOOL COMMITTEE.—*Alpheus Harding, George Daland, Erastus Curtiss.*

## NORTHFIELD.

SELECTIONS FROM REPORT. \* \* We have a word to say in regard to the books used in our schools. The present board and the former board have been dissatisfied with some of the class books, especially the reading books for the younger classes. We have seen children attend school year after year, until they arrived at the age of ten, twelve, or even fourteen years of age, without being able to read decently. True, there are some good readers, but they did not acquire their knowledge from the school books. They had access to picture books at home,—to sabbath school libraries, or the private libraries of the clergymen or of other individuals; whilst those who have limited their reading to the school books, have grown up without learning to read well. It is painful to hear such a one make the attempt to read, and it is equally painful and mortifying to such a one to expose his ignorance; and this may account for some of the large scholars' absenting themselves from the closing examination of the schools. Such scholars labor under a great disadvantage in attempting any other study, and leave school with

very little knowledge of arithmetic and geography, and without *any* knowledge of English grammar. The remedy for this ignorance is to be found in the first books put into the hands of children. If their books are attractive, and they are under the care of skilful teachers, they will very soon acquire a fondness for reading, and *this*, with the aid of a good instructor, will make good readers. Sensible of these facts, and having examined a great variety of books, the former board recommended Worcester's Primer and Mrs. Barbauld's Easy Lessons, as the first books to be used in our schools. This last is the best book that has come to the knowledge of the committee. \* \* We are satisfied, from experience, that a child will improve more by using Barbauld's Easy Lessons, three months, than he will in six months by using any other book that can be named.

The first books used by children we deem the most important, and these, we repeat it, should have something attractive in their appearance. They should be made of the best materials, and printed with large type on white paper. Instead of this, school books are frequently the least inviting of any.

It is desirable, too, that there should be a uniformity of class books in all the schools, and the committee of the past year have furnished each teacher, at the same time that they received their certificate of approval and register, with a list of the books recommended to be used as class books, and they were directed, whenever children should need new books, to see that they were furnished with those which were approved by the committee. \* \*

Each teacher was furnished with printed directions in regard to the management of the school, giving oral instruction, the best method of teaching the different branches, &c. This was designed principally for inexperienced teachers. \* \*

To those who have the direction of building or repairing schoolhouses we would make a few suggestions. Those best acquainted with the subject recommend that the floor of the room should be level; that the children should all face in one direction, and there is an advantage in facing the north. The sun would not then shine in their faces; and all maps are so drawn, that being hung on the north wall of the room, opposite the children, they would have a more correct idea of the situation of places as regards the points of the compass. The north wall of the room then should have no windows, and would be the place for the teacher to suspend his maps, diagrams, black-board, &c. In most of our schoolhouses the teacher is puzzled to find a place even for a black-board, where the whole school can see it.

There should be a seat exclusively for recitations. The desks should occupy the middle of the room; and space be left for the teacher to have access to each scholar. Each scholar should have his separate desk, where he can keep his books and every thing that belongs to him separate from the others. This would save much confusion, which is now experienced where there are long seats,—the books, slates, inkstands, &c. of the different scholars being crowded in together. The room should be well ventilated, for the health of the children, and large enough to accommodate the parents and others who may wish to visit the school at its closing examination. There should be a closet or small room where the teacher can lock up his maps, apparatus, &c., and for the school library. \* \*

SCHOOL COMMITTEE—*Phineas Allen, Marshall S. Mead, Elijah Stratton.*

## ORANGE.

SELECTION FROM REPORT. \* \* Some districts have been more in the habit of visiting than others, and the difference in the scholars is apparent. Where visits are frequent, scholars feel at home in company, and exhibit their knowledge with composure; but if visited unfrequently, they will always appear more or less confused and awkward, and they do not make a fair exhibition of what they do know.

Your committee would recommend, as far as practicable, the introduction of vocal music into our schools. It is well understood that, beginning at an early period, almost every scholar may become a singer, and its introduction creates interest and attention, and conduces much to the preservation of order.

SCHOOL COMMITTEE.—*Wales Cheney, Benj. Merriam, Hill Baker.*

## ROWE.

**SELECTION FROM REPORT.** \* \* The committee are unanimous in the opinion, that our schools the past year have improved in an equal degree, at least, to any former year; and that there is an increasing interest, in the community generally, upon the subject of education, which promises to produce the most gratifying results in future.

**SCHOOL COMMITTEE.**—*Wm. L. Stearns, S. H. Reed, Nath'l Ripley.*

## SHELBURNE.

**SELECTIONS FROM REPORT.** \* \* The prudential committees can hardly be too careful in employing teachers. To be *well qualified* for his office, a prudential committee man should at least visit the summer and winter school, in his own district, before he ventures to officiate;—and to be *faithful* while in his office, he ought certainly to visit every school over which, as the agent of the district, he places a teacher. What folly and inconsistency, to elect to this responsible office any man who never visits a school! And what presumption in any man, to accept the office, and pretend to discharge its duties, while he never once goes to see what the teacher is doing whom he employed! \* \*

It is to be hoped, that no parents will throw their influence against their own schools, and encourage a spirit of insubordination in their own children, by withdrawing them from the school, without the most *urgent* and *satisfactory* reasons. On this subject, it is far better to suffer trifling evils than to create those of great magnitude and long duration. \* \*

**SCHOOL COMMITTEE.**—*Theophilus Packard, Jr., Joseph Anderson.*

## SHUTESBURY.

**NO SELECTION FROM REPORT.**

**SCHOOL COMMITTEE.**—*Martyn Cushman.*

## SUNDERLAND.

**SELECTIONS FROM REPORT.** \* \* Parents and guardians, in some few instances, have shown a good degree of interest in the welfare of the schools. But a majority of them are far behind their duty in this respect. On no one subject of public expenditure, do the citizens display so great an apathy as on that of school money. For the support of the indigent and helpless, the town raises about the same sum as for your schools. For the purposes of public and private benevolence, individuals pay nearly or quite two hundred dollars more than is raised for the support of the schools.\* And your committee venture to assert that these same individuals know more of the expenditure of the pauper money, or the benefits of their missionary and charitable efforts, than they do of the condition of the schools. If it is worth the while, if it is a Christian duty, to meet once in the month to stimulate each other to greater deeds of benevolence, to hear the result of your labors and your prayers abroad, is it not equally important that you meet as often for the benefit of those schools, in which must be educated the children who will very soon take your places, and at whose hands all your favorite institutions must rise or fall? It is meet that ye should fast and pray for the benefit of colleges and higher seminaries of learning; but is it right, at the same time, to stint your exertions for the nurseries of those colleges and seminaries, of our liberties and our religion? \* \* Is there not a great want of consistency in this matter? \* \*

\* Report of Franklin County Benevolent Society, 40-41.

During the past year there has been expended not less than the sum of fifty dollars for private tuition, in the town. At the same time there has been sent from the town, to incorporated academies and Private Schools, pupils of a sufficient number to count more than twenty terms for a single individual. The expense of each scholar, including tuition, board, travelling expenses, extra clothing and pocket money, cannot amount to a less sum than twenty-five dollars per term. In this estimate are not included any college expenses. This amounts to the sum of five hundred dollars. And this sum has been paid mostly, if not all of it, out of the town, consequently abstracting so much from the real value of our corporation.

And furthermore, it is to pay for tuition in precisely the same branches of study as are pursued in our Common Schools, save in one or two instances. So that, in fact, instead of paying the sum of six hundred dollars, raised by legal tax, you have actually expended eleven hundred and fifty dollars, during the past year, for the education of your children. \* \*

SCHOOL COMMITTEE.—*Samuel Dunlap, Jedediah Clark, A. Perry Peck.*

### WARWICK.

SELECTIONS FROM REPORT. \* \* Your committee, in the early part of winter, held meetings in the several districts with a view to awaken in parents a deeper interest in our schools, by spreading before them information on the subject, which they could not in any other way so well obtain. At these meetings it was proposed that a committee of the parents be chosen, sufficiently large to visit the school at least as often as once a week. This measure was cheerfully adopted, and, in most instances, faithfully carried into effect. The result has been such as was anticipated; and if this system of weekly visiting can be continued from year to year, there can be no doubt that our schools will reap a rich benefit. This is the most effectual way for parents to exert a good influence on these important institutions. It will serve to encourage the teacher and stimulate the scholars; and not only so, but it will enable each family in the district to have a personal and accurate knowledge of the condition of the school. It is often for want of an acquaintance with the manner in which the school is conducted that much dissatisfaction and complaint arise.

Your committee would therefore recommend, in order to have further trial of this method of weekly visits on the part of the parents, that each district, when it holds its annual meeting to transact its usual business, do, in addition to the prudential committee, also choose a visiting committee, sufficiently large to allow one of its number to visit the school every week, both during the summer and winter terms, and let it be the duty of the prudential committee to notify each, in regard to his turn. By this arrangement the duty cannot be burdensome. \* \*

Your committee express a hope that a new and important branch may be introduced into our schools to be studied by the higher classes, and that is, physical education, or a knowledge of the structure and care of the human system, in order to the preservation of health. Health is very essential to usefulness and enjoyment, and, in some measure, it depends on a knowledge of what is requisite to preserve it. A man will study the constitution of his horse, that he may know how the animal should be driven and fed; and how much more important is it that he should have a knowledge of his own constitution, that he may know how to use himself. It is of as much more importance as the life of a man is of more value than that of a beast. This is knowledge which may be successfully taught in our Common Schools, so that children may know "how fearfully and wonderfully they are made," and grow up under the guidance of such rules and care as shall tend to render them robust in body as well as cultivated in mind. \* \*

It would be well to have the school law read in each district at its annual meeting, that all concerned with the schools might distinctly understand their duties. \* \*

SCHOOL COMMITTEE.—*Preserved Smith, Abijah Eddy.*

## WENDELL.

No Report from School Committee.

## WHATELY.

SELECTIONS FROM REPORT. \* \* Many advantages, in our opinion, would be derived from employing female teachers more extensively in the winter schools. Enough may be found who are fully competent to instruct, in all the branches that will be carried into the schools. It may be thought by some that female government will fail of its object; but we view it in a different light; we have yet to learn that true government lies in the use of the rod administered by masculine sternness and severity; we believe rather that it consists in gaining affection and securing respect. If so, her discipline will be of a superior order. \* \*

In most cases, large scholars would be actuated by a noble and elevated pride, which would lead them to look with disdain upon any effort to indulge in actions which would wound the delicacy of her nature or the tenderness of her sensibility. The result of good schools must be apparent to all; however limited his own education, cold must be *his* feelings, and darkened his conceptions, who does not discover in good society, in a virtuous community, in mild and equal laws, rigorously yet impartially administered and executed, the moral and intellectual benefits derived from the district school. \* \*

SCHOOL COMMITTEE.—*Luke B. White, Daniel F. Morton, Myron Harwood.*

## BERKSHIRE COUNTY.

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### ADAMS.

SELECTION FROM REPORT. \* \* We think that a very successful effort has been made to guard the morals of the scholars, and prevent them from indulging in those vices so common among youth; still, from a want of the coöperation of some parents, much less has been done, than should have been. \* \*

SCHOOL COMMITTEE.—*John Alden, Jr., Robert Crawford, A. W. Harmon, D. D. Wheeler.*

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### ALFORD.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*E. C. Tickner, E. K. Williams, R. C. Fitch.*

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### BECKET.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Isaac Stevens, Stephen W. Carter, Wm. L. Adams.*

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### CHESHIRE.

SELECTION FROM REPORT. \* \* In some instances, a sufficient quantity of fuel has not been provided, thus compelling the schools for a time to suspend operations. The effects of such a suspension, are highly injurious. The quality of much of the fuel renders it wholly unfit for the schoolroom. To remedy these inconveniences, your committee would recommend that an agent be appointed in each district, to see that a sufficient quantity of good fuel be provided for the school, as early as the first of June; and in case of failure, to provide the same, and charge the district therefor. Nothing short of this will at all times secure a seasonable and wholesome supply. Again, by a reference to the different school registers, it will be seen that the attendance in most of our schools has been extremely variable; in some, not averaging more than one-half of the whole number of scholars. This thing ought not to be. Those scholars who but seldom attend, not only lose the advantages of the school, but materially retard the progress of others. Let the public money be divided among the districts, in proportion to the average attendance of the scholars in each, and this cause of complaint will soon vanish. \* \*

SCHOOL COMMITTEE.—*Lansing J. Cole, Russell Brown, William Wild.*

## CLARKSBURG.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Williams Dean, Pardon Gao, Salah Clark.*

## DALTON.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*G. D. Weston, A. A. Parks.*

## EGREMONT.

SELECTION FROM REPORT. \* \* We think that some improvement might be made in the manner of teaching arithmetic. The method of this teacher was, simply to direct the scholars how to do their sums when they asked his assistance. In addition, we suggest the propriety and advantage of formal recitations in this branch of education, as in others, both with respect to the rules and the practical operation. Perhaps a black-board might be used to advantage in this study. \* \*

SCHOOL COMMITTEE.—*Josiah Bacon, Levi H. Hare, John Austin.*

## FLORIDA.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Asher S. King, Dennis Thayer, John Manning.*

## GREAT BARRINGTON.

SELECTIONS FROM REPORT. \* \* The trust delegated to the school teacher is nothing more, and nothing less, than the duty which, by the laws of God and of human nature, parents owe to their offspring. Does it not greatly concern them, therefore, to see that so momentous a trust be committed to clean and able hands? \* \*

In visiting this school, the committee were struck with the wide difference in the character and standing of schools in different districts. In some districts, they found the scholars well behaved, and well advanced in their studies; while in others they found them rude, disorderly and backward. Indeed, the difference was so great, that it seemed hardly possible that it could exist in the same town, and under the same system of instruction. To what is it owing? The same books are prescribed for the use of all the schools; all the schools receive a fair proportion of the public money; and the committee are not conscious that they licensed a single teacher who was not qualified, so far as education is concerned, to teach. To what, then, is the disorderly state and the backwardness of some of our schools owing? Some part of these evils may possibly be attributed to failure of discipline on the part of the teacher, and a want of aptness to teach. This is mere hypothesis, however; for the committee have no particular teacher in view as a subject of the above remark. The committee are more inclined to ascribe the evils in question chiefly to the irregularity with which the scholars attend school, and a want of coöperation of parents with the teacher, for the maintenance of order, and the advancement of the school. Indeed, this reason for the evils complained of, has been rendered to the town's committee by more than one district committee. If this be true,—and the committee believe it is,—there can be obviously no remedy, until parents and guardians awake to their duty in this particular. They must be convinced, that to enable their children to derive any benefit from Common Schools, they must *make them attend school regularly*;

beginning when the school begins, and ending not till the school ends; and they must realize that *they themselves*, rather than the teacher, are the persons chiefly interested in having subordination and good order in school. Convinced of this, they will learn not to sympathize and make common cause with disorderly and vicious boys, against a teacher who wishes conscientiously to discharge his duty; but rather to sustain him with their countenance, in all proper measures for the improvement and government of the school; and to recognize him in his true character, namely, that of their *agent* for the management of their dearest interests; and, so far as he is found faithful, their *undoubted friend and benefactor*.

The committee are of the opinion, that the advanced and well ordered condition of some of the schools is to be ascribed, in great part, to the employment of the *same* able and faithful teacher, *several seasons successively*. "Many men have many minds;" and this applies as well to teachers as to other persons. \* \*

SCHOOL COMMITTEE.—*S. Hassard, J. W. Turner, G. Pynchon.*

## HANCOCK.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Lyman Eldridge, Thomas N. Foster, Wm. H. Lapham.*

## HINSDALE.

**SELECTIONS FROM REPORT.** \* \* From the two hundred and seventy-one scholars in town between the ages of four and twenty-one, we find that about forty have not attended school at all. Your committee would inquire if these forty children are all fitted to take their places in society, and defend every thing that is pure and lovely in our free, domestic, social, civil and religious institutions? It is to be feared many of these are but poorly fitted to take upon themselves the duties of an American citizen in this enlightened age. This subject should be looked at by every parent and guardian. By keeping your children from school you rob yourselves and children of many of the richest blessings of life; practically saying, there is no connection between the present and the future, no seed time before harvest.

Another point to which we would direct your attention, is the increasing practice of teachers' commencing their schools without submitting to examination. Why does the law require the teacher to procure a certificate from the examining committee?—or why the town choose this committee? Is it not that our money may not be wasted upon unqualified teachers? Of what use are laws, it may well be asked, unless they are observed? Every prudential committee should see that the teacher he employs has a certificate before he commences school. \* \*

Prudential committees should be on their guard in selecting teachers, that they may secure those who can govern as well as teach. We do not want teachers in our schools who will say, when they get through, I got along with as little trouble as possible; I have got my money; it was all I cared for. Such teachers will be likely to do but very little good. \* \*

If the regulations of a school be such that a teacher is obliged to employ one half of his talent, three fourths of his time, and all his energy, to keep his school in subjection, but a small portion of his ability will be left for the purposes of instruction. Now if a teacher has not the power to govern, he ought to abandon forever the profession of school-keeping, and turn his attention to some occupation for which he has taste and talent. \* \*

Let each one use his influence to improve our Common Schools, and they will soon become what they were designed to be, seminaries in which to educate our youth for all the common purposes of life. Thus doing, we should supersede the necessity of so many Private Schools and academies, which exert an unfavorable influence on our Common Schools. \* \*

SCHOOL COMMITTEE.—*L. M. Francis, C. D. Smith, Aaron Bell.*



## LANESBOROUGH.

**SELECTIONS FROM REPORT.** \* \* The grand secret, I believe, why our schools so often fail, is because we look for a cheap article, when we should look for sterling worth. It is with teachers as with every thing else which money can procure. Their excellence depends essentially upon the price they will command. For while first-rate teachers will always command liberal wages, there are those who will serve you for a price as small as the minds of those who seek their services. The injury inflicted upon a district by incompetent teachers, cannot be remedied for years. Early impressions are the most durable;—hence erroneous habits of reading, spelling, writing, and pronouncing, early formed, cannot soon be rectified. Better far give a good teacher \$20 a month, than accept of the free services of a poor one. The business of teaching is as much a trade and matter of experience, as any mechanical branch of business; and although some few, from peculiar aptness to teach, do well from the first, yet practice and experience alone make perfect, in this as in every other calling to which man may direct his attention. What we most need is an order of men educated for the purpose, who devote their lives to the work of teaching. The Normal Schools, established in Barre, Lexington and Bridgewater, promise to some extent to supply this desideratum. I am satisfied, that to have better schools we should raise more money. \* \*

The committee cannot close this report without saying a word in regard to the morals and manners of those who frequent our district schools. These are not sufficiently regarded by all who have the government of these schools. The law expressly enjoins upon all teachers attention to these great objects. It obliges them to inculcate correct moral principles and feelings, amiability of deportment, and a due regard for all the duties of their station and relative condition. The teacher, we believe, should not confine his influence in these respects to the hours of school; but should endeavor to reform whatever is practised by his pupils, during the hours of recess and recreation, at variance with good breeding and the soundest morality. Where this is not the case, our children, instead of deriving benefit from these nurseries of intelligence, will find them nurseries of vice and immorality. \* \*

**SCHOOL COMMITTEE.**—*Samuel B. Shaw, John V. Ambler.*

## LEE.

**SELECTIONS FROM REPORT.** \* \* Your committee, having a due regard to the duty they owed to themselves and to the best interests of the town, as well as to the sentiments that were openly expressed in your last annual meeting, decided, that they would use a rigorous exactness in the examination of the teachers presented for their inspection. \* \* This rigorous exactness in the inspection of teachers was carried into full effect, and in one district no less than three different teachers were examined before one was found sufficiently qualified. \* \*

\* \* The winter teacher of this school was preëminently qualified for the task, and why so signal a failure should follow can only be accounted for on the ground that the house is in such a ruinous condition, and in such a noisy location, that the time and talents of even the best teachers are of no avail. How long will the citizens of this district throw away their money and the time of their children? But the total loss of time and money is the least of the evils that follow. Improper associations and habits are here formed; there is nothing cheering, or brightening, or encouraging to the minds of your scholars; and we now say to you, that in such a place as this you should never expect to imbue the minds of your children with a love of science and of knowledge. \* \*

Here we would remark, that it behoves each of the prudential committees of the town to mark out those teachers who have taught with success in previous years and employ them if possible. It is a great evil to employ teachers concerning whose talents we have no knowledge. \* \*

Not a little credit, in our opinion, is due to your last boards for the present advanced state of the discipline of our schools. A few years since, and moral sus-

sion seemed destined to take the place, if indeed not to supersede the necessity, of all other modes of discipline; and under this general impression, almost all the schools in the town became extremely lax in their rules. To this defect your former boards, for two or three years past, have given their greatest attention, and now we presume that but few schools in the Commonwealth can show a better state of feeling on this point. But yet much remains to be effected. Depend on it, without order and discipline your schools can never succeed. We feel it to be your duty, then, not only to bear with but to *encourage* your teachers in this. Go not up to your schoolhouses to remonstrate with them *against this*, but to encourage them *in it*, uphold, sustain them, and you will in due time reap the reward. \* \*

SCHOOL COMMITTEE.—*W. B. Bond, William Gothard, Franklin Sturgis.*

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## LENOX.

SELECTION FROM REPORT. \* \* The superintending committee were never intended as a substitute for, but as an assistance to, parents and guardians in the discharge of their responsible duties to the youth of the Commonwealth. That this evil, so far as it extends, may be completely remedied, your committee suggest the propriety of forming, in each school district, an association of the parents and other persons, whose duty it shall be to visit the schools, with or without the committee,—to cultivate friendly relations with the teacher,—to impress upon the children their responsibility,—in short, to examine into the whole subject of the school by the senses of *seeing* and *hearing*.

Engage no other teacher than such as have some weight of character for candor, discretion, and energy in overcoming obstacles,—always remembering, that, however useful the schools may have been the last year, the continued application of *moral* power is as necessary to their onward progress, as is the constant supply of water to the wheel to continue the movement of machinery. \* \*

SCHOOL COMMITTEE.—*Henry H. Cook, Albert G. Belden, George Fitch.*

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## MOUNT WASHINGTON.

SELECTIONS FROM REPORT. \* \* Another embarrassment, under which this and perhaps other schools in town labor, is, that the minds of scholars are too often filled with trifling amusements;—not that we wish to intrude upon the amusements of our young friends, but we will venture to suggest the idea that, when they become a business instead of a relaxation, they are highly pernicious. \* \*

We have to notice some embarrassments against which the scholars of this district are forced to labor. In the first place, they have an inconvenient, if not an uncomfortable house. There is also a deficiency in class books; and here also the people seem to adhere to the old superstition that scholars must first read in the Bible, which, in the opinion of your committee, is quite as difficult as any reading to be found in the more advanced classes of reading books; and we would respectfully recommend that, if this is used as a class book, it should be in the higher classes. \* \*

SCHOOL COMMITTEE.—*Origen Lamson, Jr., William Lamson.*

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## NEW ASHFORD.

SELECTIONS FROM REPORT. \* \* As some of the present board have been members of the school committee in former years, they deem an explanation and apology proper that this should be the first report. The town containing but two small districts, the committee have presumed that every individual within so small a territory, who desired information, was as well informed on the subject as the committee themselves. \* \*

With great regret the committee deem it their duty to notice that seemingly growing inattention to respectful deportment and manners in children which, in our younger days, were deemed a subject of attention and of no small importance in schools. A proper deference to age and authority is an accomplishment too needful in every community to be entirely neglected, and too closely connected with every principle of order and regularity to be laid aside. Much as the fashions of the day and customs of the times have led many of us astray, we cannot believe, that salutary restraint and needful discipline in the management of children can safely be abandoned. Is it not a truth that sabbath-breaking, profanity, and ill manners are more often witnessed in our community than formerly? Are not the stillness and silence of the sabbath morning more often disturbed by the dull sound of the musket, or the sharper report of the fowling-piece or rifle? more frequently than even morality ought to allow? Is it not true that the pole, with a hook and line at one end, and a truant boy or unprincipled man at the other, is frequently seen on the banks of our streams, on the day set apart by the laws of God and man for devotion and rest? Is it not true, that the plump oath and profane language are often heard from the mouths of lads and striplings? \* \* These practices speak in a language too plain to be misunderstood, that public sentiment and morals are not what they should be. Let every friend to good order and morals set his face against them, and raise his voice against these corrupting vices. Let every good citizen feel that sabbath-breaking, profanity, and other kindred immoralities, are an indirect imputation on his personal character, and use his influence against them, and the work of reform is commenced. \* \*

SCHOOL COMMITTEE.—*Phineas Harmon, Wm. E. Johnson, N. F. Roys.*

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### NEW MARLBOROUGH.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Harry Wheeler, Julius A. Rising.*

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### OTIS.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Ethan Allen, Robert Hunter, 2d, Roderick H. Norton.*

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### PERU.

SELECTION FROM REPORT. \* \* Of nineteen towns in the State, the nearest in size to Peru as to the number of scholars from the age of four to sixteen years, fifteen appropriated more money to the individual scholar than this town, while only four appropriated a less sum.

Shall this longer be the case? Are we not as far-famed for enterprise, for virtue, for intelligence, as other towns? Shall we lose our good name in the community? Shall we be contented to tread in the steps of our predecessors while others are onward in their progress? Is not our love for our children as pure and as ardent as the love of others for their children? Have we not as ardent a desire for their present and future welfare? We may give them money, and the thief may purloin it, or the fires of heaven may consume it, or the winds may scatter it upon the waves of the ocean; but knowledge is abiding. Give our children a good physical and intellectual education; imbue their minds with principles of virtue and religion; train them to habits of industry and economy, and we have given them a good patrimony. They are well provided for; and if they are not useful and happy, the fault is their own.

SCHOOL COMMITTEE.—*Joseph Knight, Cyrus S. Rockwell, I. M. Tuttle.*

## PITTSFIELD.

SELECTION FROM [PRINTED] REPORT. \* \* The visitation of schools by parents, has been far more general than hitherto. Perhaps no one thing has contributed to the improvement of the schools so much as this. Their prosperity is found to be in almost an exact ratio to this manifestation of interest. Teachers and pupils have interchanged visits to their respective schools, in many instances, and it is believed with great mutual pleasure and profit. A laudable emulation has been awakened, and a friendly acquaintance promoted. Few teachers or pupils will be wanting in efforts to acquit themselves well, on examination day, who expect such a visit. Would it not be well to give public notice of the examinations of schools, with an invitation to other schools to attend?

Your committee feel fully authorized to give positive testimony in favor of a growing interest in our Common Schools, and of an increasing liberality in the appropriations for educational purposes, where the wants of the community are clearly understood. The vote of the last year does not shake our faith in this matter. When it shall be clearly shown to be for the interest of a community, in a pecuniary point of view, to support schools, they will be supported; and it needs not much mathematical skill to demonstrate this proposition. This town has expended money sufficient, the last twenty years, in the erection of bridges to tumble under our feet and float off on every flood, to have educated a civil engineer for every family, in a school sustained for that purpose. What would not a thorough knowledge of chemistry be worth to this community, in its application to the arts and agriculture? a scientific knowledge of mechanics in the application of power to water-wheels, and in the improvement of machinery? and what would the study of architecture do to our piles of brick, and shapeless huts of lath? Had a certain edifice that we remember to have been erected a few years since for a Female Seminary, been a fine specimen of architectural building, well arranged and well constructed, would it now be tenanted by rats only? What might not the inventive genius of many of our townsmen have accomplished, had there been given them the right hand and right arm of science in their youth? Education,—a thorough, scientific, and practical education,—should be given to the poor as well as to the rich. To effect this, it must be made cheap, and brought to their doors. Education, or rather the opportunities for education, are too often wasted on the rich, because the necessity is not upon them to apply their knowledge to practical and useful purposes. Besides, does it comport well with our republican pretensions, and republican institutions, to have schools for the rich, and schools for the poor? Whether they are designed to be exclusively such or not, they are practically so, when the higher schools are so expensive as to exclude the poor; and the Common Schools are so neglected by those who have leisure and talent, that the rich will not send their children to them. If the *Common Schools* were *such* in the highest and best sense of the word, and not in its lowest sense, the benefit to both classes would be mutual. The levelling process would be upwards only. The rich would learn to trust less to the mere accidents of wealth and its advantages, and to put forth those efforts that can alone train the mind to habits of correct and close thinking; while the poor would learn self-respect, by a fair trial of strength in this mental field, and would be encouraged to aim high, by this fair start in life, for prizes that wealth cannot buy. Here let there be no distinctions, but such as character and mind give. How happily, too, would all the elements and conditions of society be cemented, by friendships formed in that age, when feelings flow together like the dew-drops on the leaf!

These remarks have been made with the belief, that they will be seen to have some bearing on our own plan for education. It has been ascertained by a careful census of the children of the centre district, that there are 237 between the ages of four and sixteen, and twenty-six over sixteen and under four, in the schools; in all 263: while there are only 105 that belong to the Common School. The remaining 158, if educated at all, are educated in Private Schools. It has also been ascertained, that there has been paid to support these Private Schools, or to send children abroad to school, not less than \$1400; now add to this the \$267 which this district receives of the public money, and we have the sum of \$1667 paid for education in the centre district, a sum sufficient to sustain a school

that might be made an ornament and a blessing to the place. But should this town raise no more money for Public Schools than the town of Northampton, that is, one dollar for every inhabitant, the centre district would have about \$700 as its proportion, which, added to the \$1400, would make \$2100;—a sum that would furnish such a school with the first masters in music, drawing, mathematics, and the modern languages. \* \*

SCHOOL COMMITTEE.—*Thomas F. Plunkett, Timothy Benedict, David S. Francis, O. S. Root, Edward Ballard.*

## RICHMOND.

SELECTIONS FROM REPORT. \* \* The subject of education has received a new and mighty impulse within the last five years. The attention of the great and good has been awakened to the subject, as one which is best calculated to diffuse equally among the great mass of people, the richest blessings. Does any one doubt this? Suppose a farmer is desirous of changing his location, and has a farm recommended to him for the beauty and smoothness of its surface, and the fertility of its soil. What does he do? Why, the first step, previous to his buying, or even visiting it, is to ask the question,—What is the state of society there? Have they good schools? How far is it from the schoolhouse? &c. Thus yielding the point at once, (by the very fact of his asking the question,) that it is to the general diffusion of education, we owe all the blessings which we enjoy in society. For what would that farm be worth, if a spirit of revenge and assassination were infused into the midnight air, and the plains and mountains were infested with outlaws and robbers!! \* \*

The spirit of insubordination and misrule is so widely disseminated amongst our youth, that it calls loudly upon us all to inquire into its source, that the proper remedies may be applied in due season.

Your committee believe that the chief sin lies at the door of parents. If every child who enters the schoolroom, should go there with the indelible impression from his parents, that the authority of the teacher is necessary and legal, and must be sustained,—that the parent will require his child to submit to all the rules of the school, and that any infraction of them will not be countenanced; but on the other hand, will be met by punishment on his return home, we should not hear so much complaint about disorder and insolence in school. \* \*

When we employ a teacher to instruct our children, we expect he will adopt such rules and regulations as shall conduce to the good government of the school, and to its progress and improvement.

Now, these rules being known, we deny the right of either scholar or parent to infringe upon or violate them in any way whatever.

It was formerly, (as many who are present can testify,) the practice adopted by not a few parents, to punish that child at home, who had received punishment at school; and it had certainly no small influence in checking rising rebellion, and sustaining the authority of the teacher, and the predominance of law and order. \* \*

A well regulated system of family government, mildly and kindly, if possible, but certainly enforced, is the foundation of good society. Love, respect and obedience, are its consequences. A child will soon learn what it can have and do, and what it cannot. It will soon know that it cannot ask again for what has been, on due consideration, refused. \* \*

SCHOOL COMMITTEE.—*H. B. Stevens, Selden Jennings.*

## SANDISFIELD.

SELECTION FROM REPORT. \* \* To create a deeper interest in the subject of education and thus aid in raising its standard, your committee would suggest the propriety of holding an *annual public examination* of all the schools in the several districts, when they shall come together in some central place and be examined,

either by their respective teachers or the town committee. If with recitations in their ordinary studies, there should also be connected, to some extent, declamation and the reading of compositions, it would serve to increase the interest. The time selected for such examination should be near the close of the winter schools. \* \*

SCHOOL COMMITTEE.—*P. T. Holley, J. M. Sears.*

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### SAVOY.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Caleb Bourn.*

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### SHEFFIELD.

SELECTION FROM REPORT. \* \* Another very important obstacle to the advancement of our schools has been the want of the means to keep them in operation. Some of the districts, receiving only about money enough to hire a good teacher two or three months, consequently, in order to prolong their schools, they have been obliged to do it by subscription, which falls, for the most part, on those who are the least able to pay,—the poor man, whose wealth is his children. \* \*

SCHOOL COMMITTEE.—*S. H. Bushnell, Abner Roys, Norman Spurr.*

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### STOCKBRIDGE.

SELECTION FROM REPORT. \* \* It is our glory and pride that there is *one* green spot amid the wide field of political and sectarian struggles,—that the prosperity of our schools demands and is receiving such united action,—that this is, at least, a subject where all can contend shoulder to shoulder,—“where our ears are no longer pained with the din of political or religious war,—and men of all sects and parties are willing to make, at least, a temporary sacrifice of their prejudices and animosities on the altar of the public good.” \* \*

SCHOOL COMMITTEE.—*Henry J. Carter, Marshal Curtis, Frederick Burghardt.*

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### TYRINGHAM.

SELECTION FROM REPORT. \* \* Your committee, in accordance with the statute which requires that “every instructor of a town or district school,” &c. resolved, that no instructor shall receive a certificate of his qualifications or a register unless he presents himself for examination previously to commencing his school.

To which resolution your committee strictly adhered. \* \*

SCHOOL COMMITTEE.—*Jabez H. Downs, John Branning, Eli G. Hale.*

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### WASHINGTON.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Kinsman Atkinson, Frederick W. Manley, Isaac S. Brooker.*

## WEST STOCKBRIDGE.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Philip Powers, Heman Ford.*

## WILLIAMSTOWN.

SELECTIONS FROM REPORT. \* \* On the subject of the examination of teachers, the committee are directly opposed to such examination, after they have commenced teaching. It cannot answer the design of an examination, and it embarrasses the committee, and they are under a strong temptation to suffer incompetent teachers to pass, rather than produce disaffection in a district, and subject a teacher to the mortification of being rejected. \* \*

And further, in order to secure full and accurate returns from all the schools, the committee would recommend that the town pass a vote that no money shall be paid out of the treasury to any district, for the teacher's wages, unless the order for money is accompanied with the school register, accurately kept and filled up in all the particulars required. \* \*

SCHOOL COMMITTEE.—*A. Savage, E. Crawford.*

## WINDSOR.

SELECTIONS FROM REPORT. \* \* We have noticed with pleasure, that the method of teaching arithmetic, and other branches in our schools, is becoming more and more analytical, which we think speaks well for their future prosperity. Indeed, it is the opinion of your committee, that a teacher should not be continued in his business a single day, who is unable or unwilling to resolve any science he proposes to teach into its elementary principles, so that scholars can comprehend it thoroughly and with pleasure. If he cannot do this, he cannot be profitable. We want teachers who possess the moral and intellectual qualifications which fit them to instruct our youth in real instead of superficial knowledge; who will set the minds of the pupils at work, to investigate, to analyze, to prove by mental processes the correctness of principles, and encourage them to seek the substance instead of the shadow. \* \*

Your committee would recommend an increased attention to the interest of education. We believe that a liberal expenditure for this object would be the best investment you can make of your money. In no other way can you do so much for your children, as by a judicious and thorough education, both intellectual and moral, to prepare them rightly to sustain the responsibilities and perform the duties of life.

SCHOOL COMMITTEE.—*Reuben Pierce, Levi M. Winslow, Ansel Prince.*

# NORFOLK COUNTY.

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## BELLINGHAM.

**SELECTIONS FROM REPORT.** \* \* The committee have required of the teachers a *thorough* course of instruction; and in their visits to the schools, they have dwelt much upon *first principles*. The consequence has been, that, while the scholars have probably gone over less ground than in some former years, they have become better acquainted with what they have surveyed, and have laid the foundation for a more easy and rapid progress hereafter.

The careless habit of spelling words without pronouncing all the syllables separately, which prevailed, to a great extent, in all the schools, has, we trust, in most of them been entirely broken up.

Greater regard than formerly is also paid, we believe, to proper emphasis and tone of voice, and due moderation in reading.

In arithmetic, considerable attention has been paid to notation and numeration, which seem before to have been deemed of little or no importance. The scholars have also been drilled on the black-boards with original, practical questions. By this course, some have acquired such readiness in figures as cannot fail to be of great service to them in after-life. \* \*

The committee have required the projection of the outlines of maps upon the black-boards; and this has been done by some, even of the younger scholars, with great readiness and accuracy.

English grammar has not, in the opinion of your committee, received in our schools the attention which its importance demands. We are glad, however, to perceive that it is becoming somewhat more popular with us. \* \*

In district No. 2, singing was introduced, during the summer term, with admirable effect. Its aid in the discipline of a school, resting the fatigued, calming the boisterous, and subduing the turbulent, is of incalculable value. It is so delightful an exercise that, when engaged in, it causes an air of serenity and happiness at once to pervade a whole school; and many scholars need no other stimulus to diligence and obedience than to make these the condition upon which they will be permitted to join in the singing. Not only is the *immediate* effect of singing in a school most salutary, but it trains the youthful mind to gentleness, peace and love, and is therefore a most important auxiliary in moral education. Nor should it be forgotten that it affords a good exercise to the voice,—an important mental discipline. Your committee earnestly recommend that efforts be made to introduce this salutary and delightful exercise into all the schools; and they would deem some portion of the school hours of each day most profitably spent if devoted exclusively to instruction in this branch. \* \*

The moral education of the children has been regarded by your committee as of the greatest importance; and, while they have scrupulously avoided the introduction of sectarianism, they have, in their instructions to the teachers and in their visits to the schools, been careful that this most important branch of education should not be lost sight of. It is believed that the practice of profane swearing among the children has been very generally checked, and that there is an increasing feeling of love to each other. \* \*

**SCHOOL COMMITTEE.**—*N. G. Lovell, S. A. Stanley, E. C. Craig.*



## BRAINTREE.

SELECTIONS FROM [PRINTED] REPORT. \* \* It is worthy of special remark, that, among teachers who are equal in other respects, some are much more successful than others in accomplishing the design for which they are employed. A skilful teacher governs with comparative facility, and his influence on the minds of his scholars excites them to a cheerful, persevering and zealous pursuit of knowledge. He may not be severe; he may not bluster, with loud and ceaseless threatening; his words may be few;—but every word and gesture is rightly aimed. His scholars understand that the question, whether they must obey or not, is settled; he convinces them that their improvement is his sole object, and that there is to be room allowed for no other object within his jurisdiction. He thus secures their confidence, respect and love, and they will improve. \* \*

Is it said that it is no detriment to children to be permitted to leave school, when they have recited their lessons? Let it be considered that the anticipation of leaving, before the usual time, tends to divert their attention from study, and to increase that antipathy to the restraints of the schoolroom which is the usual origin of the evil; while it creates disturbance and diverts the attention of those who remain. \* \*

SCHOOL COMMITTEE.—*R. S. Storrs, Jonas Perkins, Lyman Matthews.*

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## BROOKLINE.

SELECTIONS FROM REPORT. \* \* In consequence of the advancement made by some of the scholars, it has been found necessary to extend the course of study. \* \* It is evident that the wants of this class should in some way be met, and that the town should make provision for the thorough instruction of all between the ages of four and sixteen. The fact that such demands are made of the committee is proof that the cause of education is advancing, and that our Common Schools are accomplishing more than they have hitherto done. \* \*

SCHOOL COMMITTEE.—*John Pierce, Wm. H. Shailer, Samuel Goddard, Samuel Philbrick.*

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## CANTON.

SELECTIONS FROM [PRINTED] REPORT. It is our honor and happiness to live in an era memorable for its efforts in the cause of Common School education. This momentous subject is now exciting more interest and attention in this and other countries, than at any former period. More correct and comprehensive views are prevailing, more adequate estimates are made, and more enlarged and efficient measures are adopted, throughout our whole community. \* \*

It is a pleasing consideration, that our own Commonwealth is at the head of this reforming and elevating enterprise; that our Legislature has entered upon this business with an enlightened and commendable zeal, and given ample evidence of a laudable patriotism in their enactments; and that our Board of Education, composed as it is of different sects and denominations in religion, and different parties in politics, has commenced and carried forward these legal provisions in a manner so judicious and satisfactory. The Common School system of education in this State is admitted, both in this and other countries, to be the most happily adapted to our free democratical and republican institutions, ever devised and carried into operation. Our public documents upon this subject are in requisition from all parts of our own country, and from most of the states and kingdoms in Europe.

It is not less gratifying to your committee, to be able to state that the Common Schools in this town are participating in this general improvement. The liberal appropriations of the town for their support, place us in the ninety-fifth number in the graduated table of three hundred and seven towns, affording \$2 37 to every child between the ages of four and sixteen years. The present condition of our

schools presents ample evidence that these pecuniary appropriations have not been misapplied. It is said, by those who are competent to decide, that our schools were never in a better state. The teachers and pupils have given testimony, in their closing examinations, of their diligence and fidelity in discharge of their respective duties of instruction and application. This will appear in the accounts of the schools in detail.

In presenting this account, your committee feel that they have a difficult and delicate task to perform. They are not able always to ascertain all the facts in the case, and are sometimes liable to be deceived in what they rely upon as facts. Prudential committees, teachers, scholars, parents, and guardians, are all concerned, and feel a deep interest, and are wide awake when their own school is named and described. This is as it should be, and is one of the many important reasons why such a report is required of the town committee. It excites increased interest and attention in the different school districts, and arouses to more efficient action. \* \*

Your committee are happy to acknowledge the coöperation of the prudential committees, and parents and guardians, in the arduous and responsible labors of their office during the past year. They have met with no obstruction in their course from either of these sources, but have received abundant encouragement and aid. Hence we have had no insubordination in our schools; no rising up against their teachers by unruly pupils, sustained by misguided parents.

Our schools have never been so much visited by parents, guardians and friends, particularly at the closing examinations. This tells mightily upon the interests of the schools. It is hoped that it will be still more generally practised in time to come. If every parent and guardian would visit the school at least once during the term, much good would be accomplished. Parents would then see the condition of the schoolhouses, books, pupils, the government and instruction of the teachers, feel a deeper sympathy for them, and more readily coöperate in the great concerns of these important seminaries. \* \*

SCHOOL COMMITTEE.—*Charles O. Kimball, Thomas French.*

## COHASSET.

SELECTION FROM REPORT. \* \* It is particularly gratifying to your committee to be able, with much confidence, to report that the schools generally are in an improved condition, arising from the success with which the several prudential committees have discharged their duty in procuring teachers. \* \*

SCHOOL COMMITTEE.—*James C. Doane, Levi N. Bates, Edward Tower.*

## DEDHAM.

SELECTIONS FROM REPORT. \* \* Your committee are happy in the belief, that the subject of education is now attracting more interest and attention than formerly. It is beginning to be felt and understood, that in order to effect any important change in the moral character of the community at large, a most important measure is, to begin with those whose habits of feeling, thinking and acting, are yet unformed. If we wish to see a virtuous and enlightened community, we must train up our children and youth in the way they should go. We must begin early, and lay the foundation broad and deep. An ancient philosopher boasted, that if they would give him a place on which to rest his lever, he would pry up the world. Now however it may be in theory, that the weight of a man might be so placed as to raise this world, yet, from the nature of the case, it can never be brought to a practical test. But it is no vain boast to assert, that intelligence and virtue will raise the moral world. Just in proportion as virtue and education have advanced, the moral world has been raised; and we trust the day is not distant, when it will be lifted above the clouds of error and ignorance, into a region of light and purity. \* \*

Moral causes are slow in their operations; but by giving a right direction to the minds of all the youth and children of the present age, how much would the moral character of the community be improved within the short period of twenty or forty years! Where now are the men who are to be the active and efficient members of the community, some twenty or forty years hence? They are among the children in our families, receiving the cast of their future characters. Where now are the men who are to be the teachers in our seminaries of learning, and the teachers of our holy religion, some twenty or forty years hence? They are now among the children of our families. Where now are the men who, some twenty or forty years hence, are to be our presidents, our cabinet councillors, our governors, and senators and representatives, and to hold all subordinate offices? They are among the children of our families. And where, too, are now the men who, some twenty or forty years hence, will be our men of wealth, influence and power? They are all among our youth and children, receiving those impressions and imbibing those principles which are to influence and control their conduct during all their subsequent days. The character which our children now form, will fix the destiny of many a future household, and perhaps the destiny of our country. And permit us to ask in this connection, Where, too, are now the future tenants of our jails and state prisons? Where now are the future victims of vice and crime? It is earnestly hoped that no such one will ever spring from any of our families.

Now by proper and persevering effort, especially on the part of parents, it would seem that all the children in town might be brought under the cheering and healthful influence of a good Common School education; the facilities for doing this are very great. Why may they not all, then, have the restraints of a good education, and of virtuous principles, fixed in their minds in the morning of their days? Why may not intelligence and virtue characterize the whole of our future community? Our children have no inveterate habits formed,—they have acquired no deep-rooted prejudices,—they are now under circumstances the most favorable for promoting their present and future welfare. Their minds are now in a young and yielding state, and the impressions which they now receive will be lasting as their existence. The voice of inspiration hath declared, "Train up a child in the way he should go; and when he is old, he will not depart from it." \* \*

SCHOOL COMMITTEE.—*Wm. Ellis, John White, Alvan Lamson.*

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## DORCHESTER.

SELECTIONS FROM [PRINTED] REPORT. \* \* In regard to the kind of discipline used in the several schools, it gives your committee pleasure to state, that it is generally such as they can approve. It is an encouraging feature of our times, and one which betokens a real advancement in the cause of education, that moral means are more resorted to than physical force, for the government of children. Circumstances may sometimes make it necessary to use the latter; but where a teacher applies it habitually to enforce his authority, it denotes a gross ignorance of the human mind, and a total unfitness for the duties of his station. \* \*

The difference in the actual cost of public and private instruction would hardly be imagined by one who had not given his attention to the subject. At a moderate estimate, the terms for private tuition under a male teacher, are one dollar per week, or about forty-eight dollars a year; whereas instruction is furnished in our Public Schools, at an expense of about five dollars a year, for each person educated.

As an evidence of the growing interest which is felt in our Public Schools, it may be mentioned that Private Schools are becoming less common. During the past two years there have been none of the latter class taught by male teachers, except for a very limited period, and the few taught by females have been designed rather for giving instruction in those accomplishments, for teaching which, no provision is made in our Public Schools. In proportion, then, as the interest of the whole community is enlisted in favor of these, may we hope for their growth and improvement. \* \*

Among the deficiencies in our system of education, most needful to be pointed

out, one is, that there is too little exercise of thought on the part of the pupil. It seems not to be sufficiently apprehended, that education is not so much the filling of the mind with knowledge, as the drawing out and unfolding of its powers and capacities. All systems of instruction are valuable, only so far as they serve this end; in other words, only so far as they lead the pupil to think and act for himself. When this purpose is not answered, they are worse than useless; for the time spent in the schoolroom might be better employed in surveying the scenes of nature, or in mingling in the affairs of the busy world, where he would be forced sometimes to think. The progress of a pupil, therefore, is not to be measured by the amount of studies he has gone over, or by his ability to repeat with fluency, whatever is contained in his text-books, but by the thorough understanding of the subjects he has pursued, and the habits of mental discipline he has acquired. Self-education we hear spoken of so netimes, as though it were an unusual thing,—the work of a few noble minds, and not one in which all are called to engage. No one, indeed, can be said to be educated at all, except so far as he has exercised his own individual powers of reflection, and trained himself to habits of thought. For this end are books, and teachers, and school apparatus, and all the appliances of instruction, to *assist* the pupil in the work of self-education, but not to do the work for him. For this end, also, are we surrounded with so many objects in the outward world, calculated to arrest the attention; have appointed to us pleasures and pains, joys and sorrows, the prosperous and adverse events of life,—all to awaken our powers of thought, and lead us to act as free, intelligent beings. This, then, should be the aim of the teacher in all his labors, to exercise the mind of his pupil, and to aid him in his work of self-education. He may not, at first, see the results of his teachings, but where he labors not for display, but for substantial good, they will, in time, manifest themselves by no equivocal marks, in the increased intelligence of his pupils, their self-reliance and industry, and the spirit of cheerfulness and energy diffused throughout his school. \* \*

Another suggestion in relation to the mode of teaching we take this opportunity to make, which is, that the teacher should appeal as much as possible to the highest motives to study in his pupils,—the love of knowledge for its own sake,—and that in the management of his school, he should seek to be influenced ever by the Christian principles of love and kindness. We know it is easier to lay down rules than to practise them; but let it be remembered for the encouragement of the teacher, that no situation affords him a better opportunity for the discipline of his own mind, than the schoolroom; and that, in learning to govern himself, he is taking the most effectual means to govern others.

Before concluding this report, we would call attention to one other point,—the utility of school district meetings, to promote the interests of our Public Schools. It may not perhaps be generally known, that such meetings have been held the past year in district No. 1, and, it is believed, with good effect. Were such meetings generally held for the purpose of inquiring into the wants of our schools, and of discussing and maturing plans for their improvement, before being submitted to the town, harmony of action would be secured, and hardly any measure of real utility fail of success. \* \*

SCHOOL COMMITTEE.—*Thaddeus Clapp, Robert Vose, Abel Kenney, John Tilton, Abijah W. Withington, W. B. Trask.*

## DOVER.

SELECTIONS FROM REPORT. \* \* Judging of Normal Schools by the specimens, which we have seen and enjoyed, we should form a favorable opinion. We thought well of them before. We are glad to have our good opinion thus confirmed. We heartily wish them much success. We hope they may be instrumental in furnishing teachers for our schools of higher qualifications than have been heretofore generally possessed. We commend highly the wisdom and patriotism of our Legislature for establishing and patronizing Normal Schools. \* \*

We were glad to notice also, that the *black-board* has been much more used

during the past winter than formerly. Much benefit resulted from it. We recommend the continued and increased use of it. \* \*

SCHOOL COMMITTEE.—*Ralph Sanger, Calvin Richards.*

### FOXBOROUGH.

SELECTION FROM REPORT. \* \* Your committee would respectfully suggest to the town to consider whether it will not advance the interests of the schools to adopt a resolution like the following:—

*Resolved*, That the town's committee be instructed to direct the studies of the scholars in the several Public Schools; and that they take special care to have all become thorough in the several branches prescribed by law, before they attend to others.

Your committee are fully satisfied that the most profitable schools in the State are those in which the studies are regulated according to the spirit of this resolution. \* \*

SCHOOL COMMITTEE.—*D. J. Poor, I. W. Foster.*

### FRANKLIN.

SELECTION FROM REPORT. \* \* The question of the comparative value of male and female teachers has often been discussed. Without entering the arena of controversy, it is the opinion of your committee, from their observation, that, for summer schools especially, and for all where the scholars are small, female teachers are preferable. \* \*

SCHOOL COMMITTEE.—*Tertius D. Southworth, Willard Fisher, George W. Morse.*

### MEDFIELD.

SELECTIONS FROM REPORT. \* \* This failure, your committee attribute to two causes; first, to a want of energy and aptitude in governing, on the part of the instructor; and, secondly, to the insubordination and disorderly conduct of a few large scholars,—men grown, and old enough to teach school themselves,—who, instead of coöperating with the master in his efforts to preserve order, as might reasonably have been expected of them, took the lead in setting at nought his authority and trampling under foot the rules of the school, thus disgracing and injuring both themselves and others. \* \*

When a teacher has intellectual life in himself, a fondness for his business amounting to enthusiasm, a real love and thirst for knowledge, he will be able to impart something of the same to his pupils. They will catch inspiration from his lips and from his eyes; and, becoming truly interested in their studies, their progress will be easy, sure and rapid. \* \*

\* \* Theatrical exhibitions scarcely ever fail to have an injurious effect upon a school. Whatever pains may be taken to prevent it, they will engross much of the time and thoughts of the pupils, and, by their superior attraction, render their other studies comparatively dull and uninteresting. They may be amusing to children, and even to grown people, but as they have no tendency to further the great end of education, but rather to hinder it, we think them decidedly objectionable. \* \*

The children who enjoyed the advantages of this school have been, we cannot but feel, under blessed influences, and have received an impulse in learning, which they will remember with gratitude so long as they live. The closing examination was as beautiful and perfect as anything of the kind could possibly be; and the countenances of the visitors, a goodly number of whom were present, showed that they experienced, as we did, a glow of delightful feeling on witnessing the fine or-

der and discipline of the school, and hearing these little ones read and recite with so much spirit, promptness and accuracy. Every mother present must have felt her heart throb with pride and pleasure. \* \*

A remarkable change for the better has taken place in the North District within a few years; and from being one of the roughest, rudest and most backward of our schools, it now stands, in all respects, the first and foremost. The present advanced state of the school is owing, we think, to its having enjoyed, for three successive winters, the services of faithful, energetic and skilful instructors; showing, as all our experience in these matters does, that "as is the teacher, so is the school." \* \*

SCHOOL COMMITTEE.—*Charles Robinson, Warren Davis.*

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### MEDWAY.

SELECTION FROM REPORT. \* \* Your committee would suggest the expediency of prudential committees' attending the examination of teachers, in order to become satisfied themselves of their qualifications.

There has prevailed in years past, to a certain extent, a disposition, where a school has become too large for *one* teacher,—especially if the territory be large,—to divide the district and create a new, additional one. Your committee give it as their opinion that, as a general principle, this is unwise policy. It diminishes the fund of each district, shortens the term of each school, and induces a disposition to economize beyond what is wise, by seeking cheap teachers. "There is that scattereth," we are told, "and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty."

A better way the committee would recommend, viz. a division of the school into a primary and a higher branch, as has been done in some of the districts. The committee think they have witnessed the good results of such a division where it has taken place. \* \*

SCHOOL COMMITTEE.—*Luther Bailey, David Sanford, Anson Daniels.*

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### MILTON.

SELECTIONS FROM REPORT. \* \* In the eastern district, the whole number being more than one hundred and the average attendance over seventy, rendered a division of the school necessary; and, in conformity with a recommendation of the committee, fifty of the younger children were placed under the charge of a female and accommodated in a separate building. This arrangement was continued through the summer, and its beneficial influence, as exhibited at the September examination, was unquestionable. Since November, the schools have been united; and, in consequence, the previous high reputation has not been sustained. \* \* The committee therefore recommend a permanent division of the school as important to the comfort, health and improvement of the teacher and pupils.

In this connection we would offer a few suggestions for the consideration of the town, but more especially of parents and others directly interested. There is, among these children, a large number under the age of seven years,—a period with which, according to the observations of the most eminent men who have considered the subject, the usual regulations of the schoolroom are incompatible.—These regulations must be enforced, in order that that degree of quiet may prevail which is essential to the successful application of the older scholars; and, if enforced, they must inevitably subject those of tender years to the risk of very serious evils. They need, during this period, an almost total freedom from restraint, with a constant change of position. The restlessness which we observe in them, so far from resembling the voluntary motions of adults, is a consequence of physical laws, which cannot be violated with impunity. The variety and irregularity of movement attributed to levity or caprice, are the result of a provision of nature, as necessary to proper muscular development and general physical perfec-

tion as is food to our sustenance or air to respiration. If confined for any length of time to a sitting posture, as is the case at school, while most of the muscles of the frame do not receive sufficient exercise for their development, an excessive amount of labor is required of a few, which may, and often does, terminate in paralysis or unequal contractions. And as the bones now possess but little of that firmness which obtains in the adult state, various deformities ensue. That very common affection, curvature of the spine, is believed by the highest medical authority to originate in this way. This disease, though comparatively unknown till within a few years, has produced an incalculable amount of corporeal and mental suffering. Not to specify minutely its effects, while in one sex it often renders the performance of certain functions inconsistent with life, it accompanies its victim of either with a painful consciousness of deformity, for which no advantages of station or intellect can compensate. But how harrowing must be the remorse of that parent whose ignorance, neglect or ambition has thus been visited upon his children.

It happens, unfortunately, that almost the only relief from the weariness of sitting upright, allowed in the schoolroom, is obtained by leaning the body forward and resting upon the arms. The inevitable tendency of this position is to bring forward the shoulders, contract and flatten the chest, thus diminishing its capacity, and consequently to impede the action and check the growth of the lungs. In a community where there exists so general a hereditary disposition to diseases of these organs, and where the climate is supposed to be peculiarly favorable to their origin and development, every exciting cause and every practice which may favor their action should be carefully avoided. The committee therefore recommend to parents and teachers to observe the habits of children in this respect, that while acquiring the rudiments of knowledge, they do not also lay the foundations of future disease,—that, when they become active members of society, they may possess that degree of health and consequent energy and endurance which are essential to usefulness, and without which the highest mental culture is of but little value to its possessor or the community.

The committee ask your attention to another danger arising from severe and long continued study, to which young children are particularly exposed. Since the establishment of infant schools, instances of mental precocity have been common in almost every neighborhood, and have created a general desire to urge children rapidly forward. The practice has, unhappily, been often countenanced by men whose education and general information caused their opinions to be respected and followed, but whose ignorance of human physiology rendered them, on this subject, the most unsafe guides. An idea has prevailed that, with proper training, the infant mind may make great literary attainments and grasp the most difficult scientific and religious truths, and that there exists no natural obstacle to such a consummation. Many a fond parent therefore wishes his child may become a prodigy, and every unfortunate possessor of a prodigy is an object of envy, while a right understanding of the matter would convert envy to commiseration. The absurdity of expecting the physical strength of the adult in childhood, is apparent; but equally absurd is it to look for a corresponding degree of mental power. It is of the highest importance that the danger of overworking the brain be understood by parents and teachers; and especially should they avoid any encouragement to precocity, which should rather be considered and treated as a symptom of a morbid condition of the brain, that, if not checked, may terminate in imbecility, idiocy, insanity, or death. \* \*

The committee take this occasion to express their satisfaction at the introduction of singing, which, in three of the schools, formed a part of the exercises at the last examination. Its utility has been ascertained by a trial of several years in the schools in Boston, and of shorter periods in other places. To show its value as a most agreeable recreation, its refining influence upon manners, and its salutary effects upon the organs it calls into action, would exceed our limits. Its importance as an aid to reading, and the fact that it leads parents and others to visit the schools, thus creating a general interest in them, are a sufficient cause for its introduction into every district. \* \*

**SCHOOL COMMITTEE.**—*Simeon Palmer, James M. Robbins, Samuel W. Cozzens, Joseph Angier.*

## NEEDHAM.

**SELECTIONS FROM REPORT.** \* \* Your committee have been highly gratified with the success which has attended the introduction of *music* into nearly all the schools of the town. A new bond seems to have been thus created between teachers and scholars, and invariably, good order and decorum have been conspicuous where music has taken the place of more boisterous recreations. It is recommended that, where other religious services are not employed, a piece of *sacred music* should be adopted as the closing afternoon exercise of the schools.

Impressed with the belief that benefit would result from an occasional meeting of teachers with the committee, early attention was given to the subject at the commencement of the summer schools, and meetings were held as often as practicable during the summer season, and have been continued, with much advantage it is believed, through the winter. The result produced has been an active spirit of emulation amongst the teachers, and those of less experience have endeavored to draw out the experience of their seniors, and to profit by it. \* \*

Your committee take pleasure in stating that, through the persevering exertions of a teacher of one of the winter schools, the inhabitants of the district contributed, last fall, a sum sufficient to purchase a globe, a map of the United States, of the largest class, and other valuable school apparatus;—a public-spirited act, *well worthy of imitation.* \* \*

**SCHOOL COMMITTEE.**—*Josiah Noyes, Dexter Ware, Edgar K. Whitaker.*

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## QUINCY.

**SELECTIONS FROM REPORT.** \* \* In the school at the Point an important change has been made the past year, by separating the younger children and putting them under the care of a mistress. This change must be a great relief to the master, and cannot fail to be an advantage both to the older and to the younger scholars, who are thus kept distinct. The centre and the south district schools are both of them suffering from the crowded state of their rooms, and from the mixing of children of a great variety of ages in the same school. \* \* The committee beg leave to call the attention of the town to this subject. They feel assured that nothing would contribute at present so much to the improvement of the larger schools in this town, as a judicious division of the children in them, and providing the younger scholars with separate instruction. \* \*

**SCHOOL COMMITTEE.**—*Wm. P. Lunt, Calvin Wolcott, Elisha Marsh, John M. Gourgas.*

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## RANDOLPH.

**SELECTIONS FROM REPORT.** \* \* In district No. 8, a school has been kept concurrently by a male and female teacher for twenty-nine weeks each. This arrangement has been effected by a division of the scholars, and committing the younger to the discipline and instruction of a female, and the older to those of a male teacher. The experience of two seasons has demonstrated its utility. It diminishes the labor of the teachers, enables them better to arrange their scholars into classes, to devote more time to each class, and to go through with a course of more thorough instruction, by illustration and explanation of each lesson.

In district No. 9, a school has been kept twenty-one weeks in summer, and fifteen in winter, by male teachers. The number of scholars in this district is too great for one teacher to have the care of. The school should be divided, as in No. 8. Were the inhabitants aware of the advantages of such a division, your committee presume that they would not delay making the necessary preparations, as they might thereby reap all the advantages they now seek for by maintaining, at no inconsiderable expense, a Private School. \* \*

Another subject to which your committee think proper to call the attention of their fellow-citizens, is the indifference shown by them, to encourage the study of



history, astronomy, mental and natural philosophy. It would seem from the small number of scholars who pay any attention to these studies, that they are held in no repute, as sources of knowledge or utility. This probably results from an opinion too prevalent, that after arriving at the age of fourteen or fifteen years, their children are too old to attend school. This, however, is a great mistake. For if the scholar has not had more than common advantages for schooling, he will have done well if he has made himself a good reader, and master of geography, grammar, the common rules of arithmetic, and a good chirography, at that age. His mind will then have arrived to that degree of maturity and vigor, which will enable him to acquire a thorough knowledge of these with much greater facility. An excuse is often made by parents, that they cannot afford to send their children to school after that age; they must have them at home to work. To such it may be answered, that they must then teach their children not to complain of having no opportunity to obtain a good school education, as they were compelled to stay at home to labor, to fill their pockets, and to have their minds imprisoned in the dungeons of ignorance. The inevitable consequence of such a policy is to chain their children down to an inferior station in life, and subject them to a disheartening sense of inferiority to those whose parents had the good sense to place a higher value upon knowledge than upon dollars and cents. \* \*

SCHOOL COMMITTEE.—*Aaron Prescott, Benjamin Richards, Erastus Wales.*

## ROXBURY.

SELECTIONS FROM [PRINTED] REPORT. The citizens of Roxbury have good reason to be gratified with the provision which they have made for public instruction. There has been a great advance within the last five years, in the interest felt by our community in this department of our municipal system. And there has been a corresponding advance in the character of our Common Schools. The increased appropriations, which the town has from year to year been pleased to make for purposes of education, have incited your committee to careful vigilance and fidelity in the discharge of their duty, and have enabled them to call into our service teachers of eminent competency;—and to furnish the best facilities for the work of instruction.

The tendency of all this has been, not only to make our schools *better*, but to make them *more popular*. \* \* Since the standard of excellence in our Public Schools has been properly elevated, the truth of this remark has come to be felt by a larger proportion of our people. And the increase of attendants at our Public Schools has been recently much more than commensurate with the ratio of increase in our population. Parents have been withdrawing their children from private establishments, and committing them to our common nurseries of learning. It is a remarkable fact, that in the westerly district and in this eastern section of the town, there are, (with the exception of an incipient boarding school at the "Roxbury Community,") at this time no Private Schools for boys, save those which may be called infant schools. \* \* Thus we see that there are in fact no Private Schools for boys within the limits of this town, which look to our own population for their pecuniary support, or which would continue to exist, if open only to the children of our own people. This fact tells at once the character of our Public Schools, and the hold which they have obtained upon the confidence of the community.

And besides the increase which has accrued to our Public Schools by transfers from private ones, it cannot be doubted that some parents,—heretofore indifferent to the education of their children, and permitting them to "grow up like calves of the stall"—have been aroused to a sense of the value of public instruction, by the report of its excellence, now so widely felt and so often proclaimed.

It may seem to some that this great increase of the number attending our Common Schools is rather an occasion for regret, than satisfaction; and that it were better that they who can afford it should maintain their children at Private Schools. "New schoolhouses would not then be needed,—additional teachers would not be every year required; and consequently the public tax would be kept

from augmentation.\* Your committee do not endorse these views. We think it one of the brightest aspects of our educational establishment, that our Public Schools are no longer regarded as in an invidious sense *free* schools, for them only who could attend no other,—but, in the best sense, *Public, Common* Schools, where the children of the rich and of the poor are equally favored in the opportunity to meet. They thus adapt themselves better to our political institutions; and contribute to produce that community of principles and feelings, which in the future manhood of the rising generation will cause them to act with harmony in the fulfilment of their civil duties. \* \*

Any one of our citizens, who is a father of young children, may bless God that he lives in Roxbury, where facilities for education are so eminently good, and free. Henceforth he, whose child shall grow up among us in ignorance, is without excuse. He does not deserve the name of a citizen; and should himself, with his offspring, be subjected to guardianship. \* \*

SCHOOL COMMITTEE.—*M. A. De Wolfe Howe, Joshua Seaver, James Nason, Geo. Putnam, Cornelius Cowing, Samuel H. Walley, Jr., Caleb Parker, Jr.*

## SHARON.

SELECTIONS FROM REPORT. \* \* *South School*.—Here a large and elegant map of the United States was purchased by the scholars, and also two dozen of lamps for lighting up the schoolhouse for evening schools, which were held frequently. Nor were the morals and general deportment of the scholars less attended to, or with less success, as all, who passed the schoolhouse, or met the scholars on the way, can bear witness. \* \*

We have never known a school that has been habitually visited by the parents, but what was in a prosperous state. Do people employ a person for any other purpose, even to take care of cattle, without looking after him? Do they trust to common report? And if so, do they not call it gross negligence? Perhaps some will say, it is the business of the committee to visit schools; committees do visit, and see what is wanting, but they have not the care of the scholars at home, and cannot give that aid to the teacher, by correcting the habits and faults of scholars, that parents can. We trust, however, that some of the members of the district are examining the subject, and that the evil, whatever it may be, will be sought out and remedied. From the registers accurately kept, we learn that but three-quarters of all the scholars actually attended school; or, in other words, that the absences amounted to one-fourth of the whole time; which shows that one-fourth part of the time allowed for the cultivation of the minds of our children, and consequently the same proportional part of the school money is squandered away by the irregular attendance of the scholars. Now we would ask, is it right? is it wise? thus to waste money and rob the child of instruction? The absences, averaging the summer and winter schools, are about in the following proportion, viz., south district, six; north, seven; west, nine; east, sixteen; centre, twenty-two; and this shows very nearly the actual state of improvement in each school, and also the degree of interest manifested by parents in them. \* \*

Early in the winter term, the committee procured the appointment of meetings in the several districts, at which, a lecture on Public Schools, kindly furnished by the Secretary of the Board of Education was read, and continued meetings were held in two of the districts, where extracts from the reports were read, with evidently good effects upon the teachers, and we trust, upon parents. All the teachers visited each other's schools, and conferred together, to mutual advantage, a practice highly recommended by the friends of education throughout the State. \* \*

SCHOOL COMMITTEE.—*Lemuel D. Hewins, William H. Gay, Asahel S. Drake.*

## STOUGHTON.

SELECTIONS FROM REPORT. \* \* District No. 4, at the close of the summer school, we found in a most deplorable condition; but at the close of the winter

term it had regained its former standing. Thus we see that schools will decline under one teacher, but will prosper and flourish under another. This may be seen, too, in another district. \* \*

To the inhabitants of school district No. 1, your committee would suggest the propriety of dividing the school, and forming a primary school in another room. We believe that the benefits arising from such a course would be two-fold. 1st, the scholars would make greater proficiency in their studies; and 2d, it would have a tendency to call out a greater number of scholars than usually attend school, and they would be much more regular in their attendance than under present circumstances.

This course has been adopted in district No. 6, and the experiment has succeeded admirably, even to their utmost expectations. \* \*

SCHOOL COMMITTEE.—*Samuel Capen, Jr., Jedediah Adams.*

### WALPOLE.

SELECTIONS FROM [PRINTED] REPORT. \* \* During the year the schools have exhibited, in general, a condition of progressive improvement. We do not look for brilliant and striking results of our labors. Our school system is a complicated machine, and requires the coöperation of parents and children, committees and teachers,—with the concurrence of favoring circumstances,—to produce its most desirable results; and, if it be kept in healthy action, with a continual *tendency towards improvement*, we have no reason to complain. But though we may not complain, yet no good citizen will be satisfied. Whether he regards education in its higher aspects as contributing to intellectual development and moral progress, or, in its lower character as an instrument of pecuniary advancement, he will feel bound to elevate its standard still higher, and to render its benefits still more diffusive. What has been done will be considered rather as an inducement to effort than a reason for satisfaction. We should think nothing done while so much remains to be done. To every person, who reflects upon the perilous nature of earthly discipline, it must be a cause of deep regret, that so many young men are annually sent into the pursuits of business with such a slender stock of literary attainments, with such imperfect habits of mental application, and with such a low appreciation of moral influences upon the character. When we consider how much, success in life depends on taking a favorable direction at first, we perceive a powerful reason why our Common Schools should be rendered still more and more effectual, in duly preparing the young worthily to fulfil the duties and to sustain the responsibilities of life. And we urge their claims upon you by every consideration of parental affection, and by a regard to all the great interests of society, which are hereafter to be entrusted to those who now frequent our Public Schools. \* \*

The necessity of the coöperation of parents with teachers, has often been suggested in the annual reports of the committee; but peculiar circumstances sometimes show us its indispensableness. A difficulty occurred in the West school, the last winter, to which your committee feel bound to refer. Complaints of inefficiency and incompetency, on the part of the teacher, were made to the committee by two individuals of that district, accompanied by the wish that he might be removed. The committee examined the subject, in the presence of the teacher and one of the complainants, and were fully satisfied that no just cause for the complaint existed; and that it arose in an unwise and unreasonable interference with the discipline of the school, on the part of the complainants, and from a wrong application of parental influence. The complaint was therefore dismissed, and the complainants appealed to the district, in which also they were unsuccessful. The whole conduct of the teacher, and especially the wisdom and discretion he exhibited in this affair, satisfied the committee, and the district generally, of his fitness for the place he held. Such occurrences show us the necessity of the coöperation of parents with teachers, to produce the highest beneficial results of the school. Parents should lend the whole weight of their influence to sustain the just authority of the teacher; and should never speak of him but with that

respect for his office and character, that will secure for him the love and obedience of their children. If parents join in all the petty complaints and imaginary grievances of the scholars, or indulge in harsh censures of the teacher in their presence, they do their utmost to undermine his just and legal authority, and to impair the value and diminish the usefulness of the school. \* \*

SCHOOL COMMITTEE.—*Asahel Bigelow, J. M. Merrick, Palmer Morey.*

### WEYMOUTH.

SELECTIONS FROM REPORT. \* \* The committee have made it a special object in visiting the schools to ascertain the qualifications of the teacher to govern his scholars. When they have noticed deficiencies in the method of instruction or government, they have referred to them in the presence of the school, or made them the subject of private conference with the teacher. They have insisted on having the schools in subjection to wholesome laws and regulations. \* \* Yet there have been some cases of failure in government, the last year, respecting which the committee were not fully satisfied, until it was too late to apply the remedy. And here it may be remarked, that, if parents would feel a special interest in the government of their children, and keep up a friendly acquaintance with the state of the schools, the committee might obtain essential information from such a source, as well as from personal observation in their monthly visits. If some eight or ten neighbors would visit their schools in company, and if these should be followed by another company in the course of two or three weeks, or more frequently, and so on through the year, the good which might be expected to accrue to the schools from such a series of visits would be a sufficient compensation for these "labors of love." It is recommended that the experiment be made the ensuing year. \* \*

SCHOOL COMMITTEE.—*Joshua Emery, Jr., Ebenezer T. Learned, Abner W. Paine, Benj. F. White.*

### WRENTHAM.

SELECTIONS FROM REPORT. \* \* With respect to the general appearance of the schools, we take great satisfaction in saying, it is good. Improvement is the order of the day. We have no knowledge of any school where this would not be true. The increased requisitions made upon teachers have imparted new life to them, and a corresponding animation to the pupils under their charge. Superficial teaching is, we trust, shortly to be numbered among the things that were. Our aim has constantly been to repress the desire of going over a large extent of space, and to narrow the field of study. We look invariably to see how well the scholar has performed his work, and not how much he has done; and we are pleased at the thoroughness of instruction now to be observed in our schools.

And here we would observe, that the thorough manner of studying arithmetic is to be attributed, in a degree, to the use of black-boards. In a school where there are a dozen or more scholars in the study of arithmetic, by the use of black-boards the instructor can explain the same principle or the same sum to the whole twelve at the same time. And a visiting committee can also discover whether the instruction is accurate or not, and whether the scholar understands his arithmetical processes. \* \*

The registers kept by our teachers exhibit, in one column, the whole number of scholars belonging to each school, and in another column, the number who actually attend from day to day and from week to week; so that the regularity of attendance can be discovered at a single glance. This demonstrates the utility of the register, and the importance of carefully keeping a record which conveys to us so much information. We are induced to make this remark from the fact, that some of our teachers are not sufficiently careful in keeping their registers. The register is the basis of all the statistical information we obtain respecting our schools. \* \*

As it respects school books, we have to regret a want of uniformity. It is not rare to find several kinds of reading books in the same school; and pupils of equal capacity, coming thus provided with different class books, lose the advantage of being associated in one class. There is also a great loss of time by the teacher.

The same is true of books in other departments of study. Sometimes two sorts of spelling books are found in the same school, in which the same words are spelled differently. For instance, one author will spell the word "public" with a final *k*, and another with a final *c*.\* So that the same school may present the phenomenon of different scholars spelling the same words differently. \* \*

It is important in our schools to have our books conform to each other,—that is, our reading and spelling books. Webster's Dictionary sanctions a pronunciation entirely different from that which prevails in some of our reading books. And the New National Spelling Book, (conforming to the "modern orthography,") has a different spelling from the National Spelling Book, which conforms to Walker's pronunciation. Now introduce, or rather suffer these books to remain all of them in our schools, and, which frequently happens, in the *same* school, and some idea may be formed of the confusion of tongues at Babel. Indeed it is worse *here*; for it is to be presumed that, in that remarkable judgment, each new tongue had a standard of pronunciation to which it adhered. And though the several languages were widely different from each other, yet each individual language undoubtedly had some pretensions to uniformity.

It can be seen, at one glance, what mischief is occasioned by such a mixture of different authors. Now, if the course which we recommend be pursued, all this will be avoided. In the first place, the teacher, and, if convenient, the scholar, should have a dictionary. The dictionary which, in our opinion, is best suited to the purpose, is Worcester's Comprehensive Dictionary. \* \*

We cannot forbear to make a suggestion respecting pupils' promiscuously and without regard to age or size, attending the same school. In very small districts there is, perhaps, no help for it. But if, in large districts, a division could be made between the large and small scholars, as is done in the centre district, the benefit of such an arrangement to the children, both great and small, would more than compensate for the trouble and expense of a division.

It has, in times past, been a frequent complaint that teachers neglected the small children. The complaint was undoubtedly well founded. The fact was, you had hired a teacher to give instruction in grammar, arithmetic and geography, and is it to be supposed that he would neglect these, for the sake of teaching *a, b, c*? But these elements, these *a, b, c*s, must be taught. If then, you would have them taught, if you would have justice done to all your children, separate them, the small from the great, and let the large scholars be free from the noise which the unavoidable motions and writhings of the little prisoners invariably occasion,—motions and writhings caused by their three hours' torture and confinement to benches, perhaps where they cannot touch their feet to the floor. Separate them from the larger scholars and give them the necessary relaxation in school hours, and the little fellows, instead of being tired of school, and full of pains and aches and perhaps injuries to the spine, will rejoice when the school hour arrives. This might perhaps be better done, in some cases, by the union of several neighboring districts, which would ensure a school all the year round with suitable vacations, for the larger scholars, and allow a school for the smaller ones, to be kept in the respective districts thus uniting. And this Union School could be kept with the same money now raised for these respective districts, and still leave sufficient to employ a female teacher in each district for the smaller scholars. Were it not that it would extend this report to an unreasonable length, the statement above made might be mathematically demonstrated. \* \*

Our schoolhouses, with some exceptions, we believe are in a tolerable condition. Of one of them it is said, it may be called a music-box with as much propriety as a schoolhouse,—the wind whistling treble through the crevices in its walls and floor, its seats squeaking tenor, and its writing-desks groaning bass,—giving a chance for each to whisper to his fellow without being heard by the teacher, who is under the necessity of straining his lungs to raise his voice above all this music. \* \*

\* National with *k*, and New National with final *c*,—both by same author, B. D. Emerson.

All attempts to introduce the peculiar tenets of any sect or party must prove disastrous to the interests of the scholars. We do not mean to exclude the inculcation of the general principles of morality. On the contrary, we would invite attention to them in every school. But these, we apprehend, might be earnestly taught without permitting sectarian views to tinge them with the hue of any creed, or bend them into the support of any doctrine. We cannot therefore countenance any such attempts, and we sincerely hope that no occasion will be given for reprehension. \* \* \*

SCHOOL COMMITTEE.—*Elisha Fisk, Benjamin H. Davis, Silas P. Fisher, Preston Day, Samuel Warner, Jr.*

## BRISTOL COUNTY.

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### ATTLEBOROUGH.

**SELECTIONS FROM REPORT.** \* \* We have endeavored to impress upon instructors the too much neglected duty of regulating the conduct and manners of the scholars under their charge. The law makes it the duty of the instructor to teach "good behavior." The object of instruction should be, not merely to communicate ideas and facts,—to store the minds of their pupils with knowledge,—but to develop, unfold, and discipline their intellectual and moral powers,—to train them to habits of application and industry,—to inspire them with a love of order and a sense of moral obligation,—and to fit them for the business and the duties of life,—in fine, to prepare them to become, in their turns, useful members of society, and good citizens of our republican government. In this view of the object of a Common School education, there is a wide field opened for improvement. \* \*

A uniformity of school books has been effected in most of the districts during the past winter; we hope that another year will not elapse before an entire uniformity is established throughout the town. A wise economy and utility both concur in this measure. \* \*

We regard the improved qualifications of *teachers* as the best means of improving the *schools*. On the fitness of the teacher more than on any other circumstance depends the success of the schools. If the teacher is incompetent for the task; if he has no genius for instructing; the money expended on the school is wasted. On the selection of the teacher, then, prudential committees should bestow the greatest attention and care. We rejoice that institutions are now established for the education of teachers themselves, specially devoted to preparing them for the important, the honorable, and the delicate task of instructing the rising generation. Surely, there is no sphere of duty, the faithful performance of which requires more special training,—more skill and discernment of character, of adaptation of means to the end,—scarcely one on which rests a greater responsibility; none more productive of lasting influences, than that of the person to whom is committed the charge of forming the character and educating the minds of the youth of a nation. We trust that those institutions, by increasing the qualifications of teachers themselves from year to year, will be the means of improving our schools, and bringing them nearer to what they ought to be, in a country like ours. \* \*

**SCHOOL COMMITTEE.**—*John Daggett, Jonathan Crane, J. B. M. Bailey, Reuben Morey, Draper Parmenter.*

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### BERKLEY.

**NO SELECTION FROM REPORT.**

**SCHOOL COMMITTEE.**—*Thomas Andros, Barzillai Crane, David Shove.*

## DARTMOUTH.

**SELECTIONS FROM REPORT.** \* \* Your committee would call your attention to the advantages which would result from the union of contiguous school districts, where they are conveniently situated. In the south part of the town, several of the districts are admirably situated for such a union,—especially the two in the village of ‘Padan-aram,’ where there are scholars enough for three schools;—two primary schools, to be taught by females, who are better calculated to instruct small scholars, and can be obtained at one third, or one half the cost of males; and a school of a higher grade, for the benefit of the older scholars. Besides the great benefit to both classes, from separating the larger from the smaller, much more schooling might be had for the money now expended. It would support two female teachers the whole year, and a high school, six to eight months, and leave a small surplus, (allowing that the board and fuel are contributed as usual.) Besides, as neither of the schoolhouses will *hold* all the scholars, and the population is increasing, it would be economy for the two districts to unite, and build a house together, for the accommodation of the larger scholars, and reserve the old schoolhouses for primary schools, rather than build *two* new schoolhouses, which they must otherwise soon do. \* \*

Your committee would urge upon the town, the paramount importance of supplying the schools with thoroughly qualified and efficient teachers. They should not only have made the requisite literary attainments, but they should be apt to teach, which is of the first importance; they should love their occupation; be fond of children; have a thorough knowledge of the human passions, and perfect control over their own; be able to maintain good discipline, and be of irreproachable morals. But this is no place, were there time, to describe a perfect teacher. The object is to urge upon you the necessity of seeing to it, that no teachers be allowed to commence their schools till the committee have tested their qualifications, and furnished certificates of approval. Your committee are thus strenuous on this point, because some schools are put in operation, every year, weeks before the committee have notice of the fact. It would be exceedingly useful for every prudential committee man to furnish himself with the school law, as it would facilitate the discharge of his duties, as well as save the general committee much trouble and vexation, and enable them to act more in accordance with the law, and much more to the advantage of the schools. It may not be amiss to suggest, that it would be well for future committees, both prudential and general, to meet together at an early period after their election, and agree upon a course of measures for the year. \* \*

SCHOOL COMMITTEE.—*Isaac R. Gifford, Ricketson Slocum, Francis D. Bartlett.*

## DIGHTON.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Samuel Walker, Charles Talbot, Charles H. Green.*

## EASTON.

**SELECTIONS FROM REPORT.** \* \* From the facts here presented it appears, that more than one quarter of all the inhabitants of the town are in our schools. They are here during the most susceptible period of their lives, and for the most important of all purposes, an education. The impressions that they here receive are, in a great degree, to fit or to unfit them for the discharge of the duties of subsequent life. How essential then that our instructors, our schoolhouses, and every thing connected with our schools, should be such as to impart nothing but pure and holy impressions. The scholars who are now in our schools are in a few years to become the citizens who are to manage the State and Nation. If we would have the latter honestly and intelligently governed, we must liberally support and efficiently manage the former. And in order they should have this support and management,



it is necessary that means should be provided. The average amount of money raised in the State is nearly 75 cents per inhabitant. In this town, it is not 50 cents. Is there any reason why we should pay less than others? We pay annually near two thousand dollars for the support of paupers and criminals; and shall we be unwilling to raise a few dollars, that this crime and pauperism may be prevented? Is it not better that our citizens should be held to duty by intelligence and moral training, than by courts, fetters and prison walls? \* \*

SCHOOL COMMITTEE.—*Oliver Ames, Jr., Caleb Swan, Luther Sheldon.*

### FAIRHAVEN.

SELECTIONS FROM REPORT. \* \* Within a few months past, considerable attention to this subject of visiting the schools has been excited, by the establishment of associations in the different parts of the town, whose object it is to acquire and diffuse, by means of discussions, lectures and otherwise, information concerning the Common Schools and the best means of improving them; the members of which have resolved, among other things, *to be themselves frequent visitors of the schools*. Here is the beginning of a reform,—a manifestation of interest in the schools on the part of a few which, it is to be hoped, will eventually pervade the town and become a common sentiment. \* \*

*Union Districts.*—Good schools, with competent teachers, may be established by a judicious union of districts, at a much less annual expense than will be required to put them in efficient condition by any other means which the committee have been able to devise.

If the districts throughout the town can be so grouped together that one schoolhouse can be made to accommodate three or four of them together, with a winter school for the oldest scholars, leaving all the younger children to be taught during the summer in the present district schoolhouses, good winter schools of four months each may be had in all parts of the town, and funds enough be left to supply summer schools, of from five to six months each, in every district in town, at an annual tax but little greater than that which has been raised for several years past. For illustration, suppose a schoolhouse to be located in the most convenient place to accommodate the three districts at the eastward of the lower village,—districts 14, 15 and 16. The amount of money apportioned to each of these districts, the last year, was as follows: to district 14, \$111 75; to district 15, \$96 87; and to district 16, \$116 72;—making together \$325 34. The average price paid to good female teachers in these districts is about \$12 per month. It would require, therefore, \$180 to supply a competent female teacher to each of these districts from the first of May to the first of October. One hundred and eighty dollars subtracted from the whole amount apportioned to these districts, will leave \$145 34 for the central winter school. For this sum, a competent master may be obtained to teach from the first of November to the first of March, or four months, with a balance left. In this way, each of these districts, which have hitherto been able to keep their schools but about three months in summer, and about the same length of time in winter, with a constant risk of having incompetent teachers, would be supplied with good schools for five months in summer and four months in winter; and this upon the supposition that the town shall raise by tax no larger sum than it did the last year. Other districts in town may be grouped in the same way, and it is supposed that four or five schoolhouses, if properly located, would be sufficient to accommodate the whole town. It is proposed that the houses for the central schools should be built by the town, and be under its control as town schoolhouses. \* \*

SCHOOL COMMITTEE.—*Sam. Sawyer, R. W. Dexter, Wm. Payson.*

### FALL RIVER.

SELECTIONS FROM [PRINTED] REPORT. \* \* It is vain to think of engaging and retaining *good* instructors, without paying them a liberal salary; accomplished teachers are in demand throughout the country, and can command good wages.

Towns and cities where Public Schools are supported with a liberal hand, will always secure teachers of the first order. The compensation paid to our female teachers, particularly, is altogether too small. They receive but \$3 50 per week, while female instructors in the primary schools in Providence, receive \$5; and yet, there is no more required of them than is required of teachers in the schools in this town. The committee recommend an increase of their salary, for several reasons:—1st. Because it is justly due to them, for the labor which they perform. 2d. Unless we pay as large wages as are paid in other places, we must expect to have inferior teachers. 3d. A liberal salary will act as a very strong inducement to young persons to qualify themselves for the profession of teaching, while it would serve to excite a livelier interest among those already employed, by creating a species of emulation, quickened into healthful action by the fear of being obliged to give place to a more competent or a more industrious teacher. Teachers now have but little fear of losing their places, for they know full well, that they can readily obtain employment at other occupations, where their emoluments will be larger than they now are. These remarks apply, in some degree, also, to the instructors of the Grammar Schools.

It must be evident to all, who are acquainted with the present condition of the schools in this town, that a larger appropriation for their support is necessary, in order that they may become all that they ought to be. Besides this, in some districts, there is a manifest inequality in the distribution of the money. While one district receives \$1426, another receives only \$51 17, a sum, scarcely sufficient, to maintain a school six weeks out of fifty-two. It is true, that this district is small, containing but a few scholars, and so situated, that it cannot conveniently be annexed to any other; but the local situation of these children is their misfortune, rather than their fault. Another district receives but \$58, another \$74, another \$78, and another \$83. The committee respectfully suggest, whether it would not be an act of justice on the part of the town, to make special appropriations to small districts, so that no district shall receive less than \$100 for the purposes of maintaining a Public School. \* \*

The statute of the State requires, that the general school committee shall make a *detailed* report to the town, of the condition of all the schools under their general supervision. Those who are taxed to support Public Schools, have a right to know how their money is expended, and what is the character of the schools which they are required to maintain. The committee are but the agents employed by the town to take the agency of Common School education, and the employer ought to be made acquainted with all that appertains to his interests, in respect to this agency. What the committee know as to the schools, the town ought to know. If the committee know that which is favorable, of any particular school, it may not be any credit to them, and on the other hand, if what they know of another school is unfavorable, it may not be any fault of theirs;—so that, in making a report of the condition of the several schools, they hope to escape the censure of being *partial* or *prejudiced*, in candidly giving their opinions, so far as these opinions are founded upon facts that have come within their knowledge. \* \*

The law enacted sometime since, requiring children to attend school at least three months in every year, has been little better than a dead letter. A law passed by the Legislature a few weeks since, making it the duty of the general school committee to prosecute any violations of the act to which we have alluded, seems to have had a good effect upon the employers; for since the passage of that law, there has been an addition of about 120 scholars to the Public Schools in the village. Many of these have not attended school for more than a year,—some of them have not been at school in two years. At the annual examination, last week, the committee met with four scholars, who had not attended any school for about three years. One of these was fifteen years of age, another twelve, another ten. Another scholar, sixteen years of age, had not attended school but about six months, in the last four years.

Irregularity and tardiness on the part of the scholars has been an evil loudly and long complained of. To remedy this defect in our Common Schools, the committee established certain regulations. As was to be expected, some approved and some disapproved them. Some thought their tendency would be to deprive children of the benefits of Public Schools, while others entertained the op-

posite opinion. There is no way to settle this question, but by facts. If their effect has been, on the whole, to cut off children from the benefits of their share in the school fund, then they ought to be repealed; but if their effect has been to educate *more children, more hours*, than were educated under the old system, then it is but just, to the rising generation, that they should be sustained. With a view of ascertaining the facts in the case, your committee applied to the teachers of the grammar schools, where these rules had been enforced, to give them a statement of the average attendance of scholars, compared with last year,—together with their opinion of the utility of the regulations.

In district No. 2, Mr. Borden reports, that for *ten weeks*, next succeeding Christmas, in the winter of 1840-41, the average number of registered scholars was 84,—average attendance 48,—average daily absence 36. Taking the corresponding weeks in the winter of 1841-42, the average number of registered scholars was 79,—average attendance 57,—average daily absence 22. In other words, there was an average attendance of 9 more scholars every day, under the new regulations, than under the old,—while the number of scholars belonging to the school, was not so many by 5. \* \*

No. 1.—Mr. Aldrich reports, that he has compared the registers of 1840-41, with those of 1841-42, and finds that during the winter of 1840-41, the average registered number of scholars for twelve weeks, was 60 7-8 per week,—the average weekly attendance 43 1-4,—showing an average daily absence of 17 scholars. During the winter of 1841-42, taking the corresponding weeks, the average registered number of scholars per week was 54 7-12. During the same time the average weekly attendance was 42 7-12,—the average absences but 12. It will be seen by the above statement, that the registered scholars are 6 less this year, while the attendance has been the same within a fraction, there being a difference of only 2-3 of a pupil per week. \* \* Mr. Aldrich in his report to the committee says: "Allow me, before I dismiss the subject, to say a word or two in relation to the general effect of the school regulations on my school. While they have not effected all that is desirable, still they contributed in no small degree to some important results, one of which is a prompt attendance at the hour of opening school; we are now able to commence school in season, without continual interruptions, for an hour, as formerly, with tardy pupils coming in.

"There was another evil of great magnitude, which is almost entirely remedied by the operation of these rules. Many were in the habit of absenting themselves from school without the consent, or knowledge even, of their parents, and sometimes running wild in this way, for days in succession, before being detected; but by the salutary influence of these regulations, this habit is almost unknown, now, in our little community, and the boys are becoming more true to themselves and their interests. Thus I might detail other evils, which have been mitigated, or remedied by your code of regulations. I will simply say, that it seems to me, could the rules which you have adopted be more cordially sustained, by the parents generally, they could not fail of being crowned with the happiest results."

No. 12.—Mr. Gilbert, in his report to the committee, says, that during the winter of 1840-41, the number of registered scholars in fourteen weeks was 90 2-14,—average daily attendance 55 8-14. Average number of registered scholars for the corresponding weeks in 1841-42, was 90 4-14,—average daily attendance 75 8-14. From this average it will be seen, that with the same number registered, there has been an increased daily attendance of *twenty*. In addition to this increased attendance, punctuality has been secured, and the exercises of the school have not been interrupted, by tardy scholars, during the first hour of each session. This, says Mr. Gilbert, has been effected by enforcing the rules and regulations adopted by the general school committee.

No. 11.—Mr. Lyon, in his report says, that the average number registered in the winter of 1840-41, was 84,—the average attendance for the same time was 56. In consequence of two schools being united in one, the average number registered in 1841-42, was 118 1-2,—average attendance for the same time, 93. In 1840-41, the average daily absences from 84 scholars was 28; in 1841-42, from 118 it was only 25. We see by the above statistics, from 118 scholars belonging to the school, there have been 3 less absences per day, under the

regulations of the committee, than there were last year from 84; and whatever causes may have assisted to bring about this great change, I have no doubt, says Mr. L., that the principal and most efficient has been the enforcement of the rules of the general school committee. In addition to the increased average attendance, we have gained much by the punctuality of scholars. In the winter of 1840, out of 84 registered, I have commenced school exercises with but 20 scholars, and at the close of the session have had 70 present. \* \*

SCHOOL COMMITTEE.—*George M. Randall, William H. A. Crary, John M. Smith, Ellis Gifford.*

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### FREETOWN.

SELECTIONS FROM REPORT. \* \* Your committee would state, and they sincerely wish, the subject may be hereafter duly considered, that one of the greatest impediments to the progress of the schools, is a want of obedience and subordination in the scholars, and it frequently arises from a want of coöperation of parents with the teachers, in their endeavors to establish and maintain good order and government. A celebrated instructor of antiquity used to say, that the whole business of managing a large school, and training his pupils to learning and virtue, was nothing in comparison with the trouble given by discontented parents. \* \*

SCHOOL COMMITTEE.—*Thomas Bump, Charles A. Morton, Joseph B. Weaver.*

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### MANSFIELD.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Jacob Deane, William F. Perry, Mortimer Blake, James L. Stone, Otis Sweet, Jr.*

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### NEW BEDFORD.

SELECTION FROM [PRINTED] REPORT. \* \* The grammar school has, as heretofore, been the means of imparting the elements of a sound and thorough education to such of our children as have been connected with it. It has as usual, sent out two classes within the year, all whose members we believe, were as well qualified to enter on the business of life as they could have been, had they received their education at any academy in the State. In view of what this school is doing for our children, and its influence, direct and indirect, upon the other schools, its importance as a part of our school system can hardly be overrated. \* \*

SCHOOL COMMITTEE.—*William H. Taylor, J. H. W. Page, Henry H. Crapo, Wm. T. Hawes, F. D. Lincoln, P. G. Seabury, Francis Baker, J. B. Congdon, Geo. W. Baker, Luther G. Hewins, Horatio A. Kempton.*

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### NORTON.

SELECTIONS FROM REPORT. \* \* In regard to the general character and condition of the schools throughout the town at the present time, in comparison with past years, we think we hazard nothing in saying that they are much improved. This might be expected in some measure from the growing interest which all seem to feel in the cause of education. \* \*

The schools have exhibited a sober, business-like, substantial character, with less of that external display in which many schools in former times were accustomed to pride themselves. All the schools in town are, therefore, in as good a

condition, to say the least, as they *appear* to be ; and the *improvement* which they have manifested, is *substantial*, and not *factitious*. \* \*

We would suggest the expediency to parents and teachers, of continuing the pupils on the simpler parts of their education, until they are *prepared* to go forward. Children are impatient to get into the first-class books, and into the first classes, and it is a laudable ambition in parents to wish that they may rise and rank with the first ;—but really, it has often been disheartening to the school committee, to see boys and girls endeavoring, for example, to read in reading books, designed, perhaps, for the highest classes of higher schools. They perform their task, they plod through their lesson, but they often know not the meaning of a solitary sentence. The time is not merely thrown away, it is worse than that. A decided injury thereby results to the children in various ways. A habit of carelessness is produced, which may characterize the individual in other things also, and in after-life. The mind is deceived into the belief of attainments never made. The spring-time of life goes by without making those necessary attainments that never will be made afterwards,—the want of which will almost unavoidably subject us sooner or later to disgrace. \* \*

If all parents should see to it that their children are regularly and punctually sent to school, they may rest assured that the value of our Public Schools would be enhanced manifold. If *they* feel that the schools are important, their children will feel so too. If *they* sustain and encourage the teacher, the children will feel that he is worthy of their respect. If *they* uphold his discipline, their children will be likely to submit to it cheerfully. When, therefore, the parents of a district say they have, or have not a good school, they may properly be asked, how far they themselves may be commended or blamed for what it is. \* \*

SCHOOL COMMITTEE.—*C. W. Allen, W. P. Tilden, Almond Tucker.*

## PAWTUCKET.

SELECTION FROM [PRINTED] REPORT. \* \* Nor do your committee see that any class of the community can oppose this arrangement. The capitalists are certainly benefited by the increase of intellectual and moral improvement. Suppose they have no children to educate, or suppose they are able to educate them at boarding schools, or suppose their children have grown into manhood,—have they no interest in the welfare and well-being of the community around them? Do they live for themselves alone? Have they no higher motive of action than that sordid, selfish one, which seeks one's own wealth to the exclusion of all things else?

But even upon this principle, there is, in the mind of your committee, a sufficient inducement to action; for who does not know that the value of property in any locality is increased in a direct ratio with the increase of intellectual and moral improvement? Is it not true that the certainty of receiving returns upon leased property depends upon the intelligence of the lessee?

And is it not equally true, that the value of real or personal estate becomes greatly enhanced, in any locality, when the intellectual and moral standard of its community becomes elevated? Hence we infer that the capitalist has every inducement to promote the growth and elevation of Common Schools.

But there is another class of citizens who are dependent principally, and in many instances entirely, upon the Common Schools for the education of their children. It is for the benefit of this class that the Common Schools were more particularly founded. Probably nine-tenths of our population have no other means of education. How important, then, that the character of the Free Schools should be elevated! And what excuse is there for those who are (mainly) thus dependent, for not using their every effort for their elevation? To the mechanic and operative this subject presents itself with double force. The ignorance or intelligence of your children depends upon you, and you are accountable for it. \* \*

SCHOOL COMMITTEE.—*B. Carpenter, D. Carpenter, A. K. Davenport.*

## RAYNHAM.

**SELECTIONS FROM REPORT.** \* \* We regret to say, that, in several families in town, the parents do not send their children to school at all; and, in some instances, the exertions of those officers whose duty it is to use their endeavors that these children should attend school, have almost wholly failed. The parents, generally ignorant or vicious or both, appear to feel no interest in the education of their children.

We are sometimes told that all this legislating, choosing committees, examining teachers, and making reports, does no good and makes much expense,—that our schools are no better, nor as good, as formerly. We have not stated these objections of certain fault-finding persons for the purpose of answering or trying to refute them; but we would ask these persons what they know of our schools? Have they ever been into them, even at the closing examinations? Do they endeavor to coöperate with their teacher, or render him any assistance in any way? We do not expect them to coöperate with the committee, because they suppose committees useless; but we do suppose that, if they would do all they are able to promote the prosperity and the usefulness of our schools, instead of finding fault with others, they might be more useful to others and support quite as good a reputation, as good members of society, as they now do.

We do not mean to draw any comparison between our schools now and formerly; but one practice, which formerly existed to a great extent, is now almost entirely done away. On the day of examination, at the close of the school, it was common, twenty-five years ago, to see the schoolhouse filled. Parents, older brothers and sisters, friends, teachers and scholars from other schools, filled the house often to overflowing. Now, scarce a parent is present; no wide circle of chairs fills the unoccupied space,—one chair, perhaps, besides the teacher's, is provided, if two of the committee should be present; and if the scholars can get through the examination without any great mistake, they are satisfied.

It is generally known that public speakers cannot speak well without an audience; or, that they are interested in their subject in proportion to the number of attentive hearers. Now, on the day of examination, the scholars are somewhat in the position of a public speaker, for the committee and others who come to hear the school examined, are their audience. And how can the scholars feel very much interested in their performances, unless they have hearers? And how can they feel very much interested during the school in preparing for this day, when they know they shall have very few to hear them perform? \* \*

We would recommend, and even urge, that the parents in some one district, at least, would, by way of experiment, visit their school often, become acquainted with the teacher,—speak of the school often, of its usefulness and importance, in presence of their children, and let them know that they are looking forward to the closing examination with high expectations and deep interest,—and in every way giving the children, their teacher, and each other to understand that they feel a deep interest in the school, and a firm conviction of the important use of their own exertions in its advancement. If, after two or three years' trial, the experiment fails, and the school is not improved, we will promise to say no more on the subject. \* \*

**SCHOOL COMMITTEE.**—*Wm. Snow, Enoch King, Francis C. Andrews, Godfrey Robinson.*

## REHOBOTH.

**SELECTION FROM REPORT.** \* \* The amount of money expended would, according to the plan now suggested, greatly prolong the schools, and probably result in greater benefit to all concerned. In small schools, there must of course be small classes. In these, it is far more difficult to incite a spirit of study than in larger classes. It requires no more time frequently to hear eight, ten or twelve recite together and ample justice be done to each, than it does to hear one third of that number. And more than this, the dull and inattentive scholar feels that he has less apology for his inattention when reciting with ten studious scholars,

than when he is reciting his task alone, or with only one or two more like himself. In the one case, it is a dull business; in the other, intellect awakens intellect.

Your committee are of opinion that nothing is gained by small schools. On the other hand, there is much loss,—loss in the additional expense for instruction, for board of teachers, for fuel, for the erection and repair of more schoolhouses than are needed, and great loss too in the result of the operation of the schools. \* \*

SCHOOL COMMITTEE.—*Asaph L. Bliss, Raymond H. Burr, Ira W. Carpenter.*

## SEEKONK.

SELECTIONS FROM REPORT. \* \* The committee have been gratified to witness a good degree of readiness, on the part of the parents and guardians, to coöperate with the teachers, and to aid them in their arduous duties. Those trifling murmurs and complaints, which are so often preferred by the pupils against the most faithful teachers, have, in most instances, been promptly and judiciously rebuked by the parents. \* \*

In the government of the schools, your committee have recommended to the teachers the importance of practising the great law of kindness, rather than the iron rule of force; and, as a general rule, they are unequivocally of opinion, that the best order has prevailed in those schools where kindness and mercy, rather than austerity, have had the most predominant sway.

Much to the credit and honor of the youth of the town, your committee have great pleasure in stating, that the general order and harmony, so essential to study and reflection, have in no case been disturbed by insurrection or rebellion.

In this respect, as in many others, the schools have presented a happy contrast when compared with those of some former years. \* \*

In view of the fact that our system of education is not yet what it ought to be, and also of the universally admitted fact, that there is a deficiency of *competent* and *experienced* teachers among us, the undersigned are decidedly of opinion that the Legislature have exercised a wise discretion in making suitable appropriations for the continuance of the Normal Schools. \* \*

Public opinion has grown stronger and stronger in support of these institutions, till the time has arrived when their opponents are converted into friends, and men of all parties equally unite in commending them to the patronage of every philanthropist in the State.

All admit that it requires great skill and experience to know how to teach well; and it is not as essential to have an education, to have experience, or to serve an apprenticeship in some way to the business of school-teaching, as it is for the lawyer to serve an apprenticeship to know how to make a writ; for the mechanic, to know how to make a hat, a shoe, a coat or a nail; or for the physician even, in order that he may know how to administer to the "thousand ills which flesh is heir to?"

In a word, will any one seriously contend that it requires more apprenticeship, more real knowledge, judgment, or education, to be competent to serve the public in any of the professions or trades mentioned, than it requires to educate the mind, the immortal mind, so as to bring out and to develop all the powers of the soul?" \* \*

SCHOOL COMMITTEE.—*Johnson Gardner, T. W. Aspinwall.*

## SOMERSET.

SELECTION FROM REPORT. \* \* The committee are aware that there are those who contribute largely towards the expenses of the town, who have no direct interest in the schools, further than they tend to diffuse that general information, and to inculcate those precepts of morality, that form the basis of good society. But to them, as well as to those more immediately interested, they would say, Deal not too sparingly; while you consider the burden of a tax, consider also the

importance of imparting to all the children of the town, that share of intelligence and general information that shall fit them to enter upon the concerns of life, and to discharge the important duties of faithful and useful citizens.

SCHOOL COMMITTEE.—*Wheaton Luther, Benj. G. Chace, Daniel Wilbourn, Jr.*

## SWANSEY.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*John E. Gray, Benj. H. Chace, Wm. H. Franklin.*

## TAUNTON.

SELECTIONS FROM [PRINTED] REPORT. \* \* There have been built in this town, within a few years, six new schoolhouses, and a number of others have been enlarged and repaired, so that in the districts where these are situated, suitable schoolrooms are provided. The schoolhouse in district No. 1, in this village, is perhaps the most objectionable of any in town, especially in its location. This is calculated materially to affect the health of the scholars, more particularly in summer, when this school has usually been taught. It will be seen, by the table, that the number of persons in this district, between the ages of four and twenty-one, is four hundred and eighty-nine, and their proportion of money \$415, about one tenth of the whole; and all the provision made by this district for the expenditure of this sum, and the accommodation of this numerous class of persons, is two small rooms, about twenty feet square and nine feet high,—not a very suitable place for physical or intellectual development. \* \*

Districts Nos. 23, 24, 25 and 26, contain each but few scholars, and lie contiguous to each other in the southeasterly part of the town. The centre of each, from the common centre of all, is not far from one mile, and since these districts were established, new roads have been laid out, so as to make this common centre easily accessible; and as each of these small districts, according to the present method of distribution, receives an equal share of one half of the public money, with the most numerous district, it would seem that by a union of these schools, in part or wholly, their portion of the town's money might be expended with greater economy, and with increased benefit to the scholars. By this arrangement, the means of public instruction there enjoyed would be equal to those in any part of the town, and relieve them from one great difficulty, which they now experience by living remote from the village. \* \*

The relative rank of the different schools varies from time to time with the interest which parents take in them. The best and most forward school in town, that in district No. 26, possesses no advantages over any other, except in the combined efforts of the members to make it useful.

The Public Schools, in this village, are not in so good condition as the generality of those out of it. This is attributable in a great measure to the influence of Private Schools and the academy. Many parents, who feel great interest in the education of their children, and who, from their position in society, might contribute more than others to elevate the character of these Public Schools, and increase their usefulness, do not now, apparently, manifest the least regard for them. Whereas, in districts remote from the village, these are the only schools, and all who live in the district contribute their interest to promote their welfare. Here meet, with equal privileges, the sons of penury and the sons of opulence, for the acquisition of that knowledge, and the establishment of those principles, which are to regulate their conduct in the discharge of the duties that are the test of a moral and enlightened character. \* \* The rules that are inculcated and established to regulate the conduct of scholars towards each other, will be as naturally applied in after-life, as the rules of arithmetic in the calculation of numbers, and not unfrequently with as much profit. Were we to refer to the early history of



those persons, in this section of our country, who have been the greatest benefactors in every department of society, it would be found that they received much of their early education, and mental and social discipline, from our Free Schools. How often, on the other hand, are those to be found, upon whose early education the greatest parental care and solicitude were bestowed, and the wisest theories inculcated; yet, not possessing the necessary practical knowledge, and the true spirit of the brotherhood of man, they do comparatively little good to the community of which they form a part.

In the present condition of this town, and especially of this village, is it not desirable to have good citizens from other places settle among us, and for ours to remain? And what stronger inducements, even on pecuniary considerations, can be presented, than the establishment of well regulated schools? Is not a desire to educate one's children one important test of good citizenship? and will not the facilities for education be taken into account in selecting a place of residence? The cost of instruction at Private Schools and academies is no small item, even with men of ordinary estates. Suppose, for instance, there are six scholars in a family; their tuition would be from three to five dollars, say four dollars, per quarter. This would be ninety-six dollars per annum. Who would not regard this expenditure in the choice of an abiding place? But there are other considerations than those of a pecuniary nature. When Public Schools are well regulated, they impart a wholesome influence to the whole community of children. No one, under such circumstances, needs fear the example of his neighbor's children; for equally good precepts are enforced upon all. The lessons taught from books, are but a part of education. The lessons inculcated in the sports of children are of equal importance, as, sooner or later, all members of a community must have something to do with each other; and is it not desirable that a preparation for this conflict with the world's fortune should be obtained while the child is young, under the care of his parents, and before his evil propensities are strengthened with his physical strength, and by that want of discipline of which his comparative seclusion has deprived him? \* \*

That provision of the law of the Commonwealth, which prohibits the employment of any child under the age of fifteen years, in any manufacturing establishment, who has not attended a day school at least three months, in the year preceding such employment, is so much in accordance with parental affection, and the true spirit of benevolence and patriotism, that it would seem an unnecessary enactment; yet, notwithstanding these considerations, your committee have been informed that there are parents and manufacturers in this town, who disregard these enactments and the dictates of humanity upon which they are founded, and that a number of children, under that age, are required to labor in the manufactories, year after year, without the privilege of the short respite which this law requires. What can be expected of children, who, at this early age, are not allowed this portion of their time to invigorate their mental and bodily faculties, which their unremitted attention to their labors, in confined apartments, so urgently requires? If not allowed this privilege under the age of fifteen, can it be expected they will afterwards acquire the vigor, discipline and knowledge, necessary to good citizenship?

The law on this subject was so modified the last session, that in addition to the above provision, no child under the age of twelve years shall be employed in laboring, in any manufacturing establishment, more than ten hours in any one day, under the penalty of fifty dollars for each offence, to the use of the person prosecuting for the same. \* \*

SCHOOL COMMITTEE.—*Sydney Williams, Andrew Bigelow, Arunah A. Leach, H. R. Withereil, Benj. Harvey, Benj. Caswell.*

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## WESTPORT.

- SELECTIONS FROM REPORT. \* \* When, one year ago, you in your wisdom deemed it advisable to instruct the general committee to raise the standard for the qualification of teachers, there were many misgivings in the hearts of some, lest it should not have a beneficial tendency. They feared that under this requisition a

sufficient number of teachers could not be procured. But experience has proved to us that this fear was groundless. Your vote has not only in some measure deterred those who were not well qualified, from making application for situations in our schools, but also served as a stimulus to induce those who were possessed of the requisite qualifications, to come among us. \* \*

Your committee have noticed with pleasure, that some districts, where the inhabitants have formerly evinced little or no interest in their schools, and were willing to put up with any teacher, providing they could draw the public money, have now come nobly up to the mark, and say, we wish as well qualified teachers as any district in the town. They have at length seen that the reasons for these schools being behind the best in town, were that they had been in the habit of paying less heed to their welfare; had been less punctual in regard to the attendance of their children on school; and last, though not least, had procured teachers not qualified for the station. \* \*

We would respectfully suggest the propriety of each district's appointing a special committee, consisting of three or four, whose duty it shall be to have the immediate oversight of the schools in their own districts, visit them often, and aid and assist the general committee in the discharge of their duty. \* \*

SCHOOL COMMITTEE.—*Edward S. Gifford, Stephen A. Gifford, A. P. Ladd, John A. Gifford.*

## PLYMOUTH COUNTY.

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### ABINGTON.

**SELECTIONS FROM REPORT.** \* \* The novelty of such communications, [as a Report,] has passed away; and a redress of numerous grievances has rendered the field of survey less replete with astounding facts than in some former years. A successful remedy has been applied to many evils which have formerly been detected and exposed to public view. \* \*

It is considered highly important that the temperature of the schoolrooms be properly regulated. And to aid in this, each house should be provided with a thermometer. \* \* At a small expense, the interior of the schoolrooms might frequently be whitewashed. This would render them not only more pleasant to the sight, but sweet and healthful. Nor should the prudential committee fail to have each house thoroughly cleansed previous to the commencement of a term. \* \*

Almost all applicants for approval as teachers possess the mere literary attainments, while many lack an aptness to teach, urbanity and amiableness of manners, or that high degree of moral principle and culture so essential to the highest success. And your committee feel it their duty to say most explicitly, they know of no way to redress this fundamental evil but by a due caution, on the part of the citizens generally, in selecting judicious and faithful men to fill the office of prudential committee. A proper discharge of this duty may be viewed as the hinge on which the success of the schools turns. As a general thing, the schools will be as their teachers. Place an indolent driveller in the chair of the teacher, and he will soon be surrounded by listless drones for his scholars. \* \* But let a teacher, in addition to a good share of common sense and literary attainment, possess a soul full of animation and wholly devoted to his noble work, and he will breathe the vital breath into the mass of mind, of which, in an important sense, he is the centre and the spring. If he is fully competent to his profession, he will cultivate the moral affections and habits, as well as the intellect, since on this it depends whether learning become an instrument of good or an engine of mischief. \* \*

**SCHOOL COMMITTEE.**—*Daniel Thomas, Lucius Alden, Jas. W. Ward.*

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### BRIDGEWATER.

**NO SELECTION FROM REPORT.**

**SCHOOL COMMITTEE.**—*Calvin B. Pratt, Elbridge Keith.*

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### CARVER.

**SELECTIONS FROM [PRINTED] REPORT.** \* \* Our Public Schools, taken as a whole, are in a respectable and flourishing condition. Some improvement has been made in them the past year; which however, as we believe, is attributable

to the general influence exerted by the Board of Education, rather than any particular effort to better their condition on the part of our own town.

In speaking of our summer schools, we feel that justice demands something more of us than barely to state, that they were generally successful, and met the approbation of your committee. The teachers, adhering to their labors with a steady zeal and indefatigable earnestness, aided by an aptitude and competency to govern and instruct, have rendered our summer schools of unusual profitability to the younger classes of our children. We state this with the greater satisfaction, from the view we take, with regard to the importance of the summer schools. It is a common opinion that, "any body will do to keep the summer school,—to teach and take care of a few *little* children;" and thus it is, that they are often under the care of teachers, deficient in literary acquirements, unacquainted with human nature, and frequently possessed of but little more discretion than the infantile minds they undertake to guide and instruct. The character of our summer schools should not be regarded with such indifference. In them the child passes its most teachable and impressible days. The seed there sown springs up quickly, increases abundantly, and cannot easily be eradicated. Let us then, profiting by our happy experience of the past year, always employ faithful and efficient teachers for our summer schools, that the seeds of idleness and disorder may not be sown in the minds of the young, with their earliest instruction. \* \*

The great evil of having our schools under the care of poor instructors may easily be avoided, if the prudential committees will look out in season for good ones. The scarcity of good teachers, heretofore the great complaint, has by the means of Normal Schools, and from other causes, been in a great measure supplied. Our complaint now is, rather, the scarcity of good agents to select and employ them. When prudential committees, before engaging a teacher, shall stop to consider the wide difference between a good teacher and a poor one,—when they shall contemplate that both work upon immortal mind,—the one preparing it for usefulness and excellence, the other for worthlessness and disgrace,—then (the town's committee doing their duty also) we are of opinion, that our Public Schools will all be supplied with good teachers, and become what they were designed to be, the wholesome and effectual nurseries of virtue and truth. \* \*

SCHOOL COMMITTEE.—*G. Augustus Shurtleff, Jonathan King, Samuel A. Shurtleff.*

## DUXBURY.

SELECTIONS FROM REPORT. \* \* Some of the schoolhouses are in a bad condition, and the districts discover no disposition on the part of the majority to repair or rebuild them. We would suggest the expediency of making a purchase of these buildings at an appraised value, in order that they may be under the regulation of the town, instead of the districts, and the expense of maintaining them assessed in the same way as the money raised for schooling. This course has been pursued in many places, and experience confirms it as the best, for the equal prosperity and accommodation of all the districts. Your committee feel the great want of competent instructors. It is impossible to have a good school without a good teacher. And although they are fully aware of the many difficulties attendant upon the procurement of such as are well fitted for their employment, they can but think that if more pains were taken and caution used, not only in selecting from applicants, but in searching for them in season, much might be done to secure to all our schools, those that would raise them above their present standard. To accomplish this purpose, either the whole business of finding, examining and engaging them, must be left to the general committee, and the responsibility devolved upon them, or the district committees must feel that it is a very serious and responsible duty, and be induced to take all the pains they can in their selection. One difficulty to which the district committees have been subjected in regard to the summer schools, has been the very late day at which their nominations have been usually confirmed by the town, and it is recommended that some permanent method be adopted to remedy this evil. Before they feel ac-

tually empowered to enter upon this responsible duty, many, or most of the best teachers have been secured in other places. It would be well if some standing application could be made to the Normal Schools, that the town might have its share at least of the instruction to which it is entitled, as well as others. \* \*

Your committee would urge upon the attention of the town some new organization of the districts; in one or two instances at least, they think that much advantage would accrue from uniting two schools in one, that the term of tuition might be protracted, as one good teacher would be competent to take charge of the whole, and the scholars reap double the advantage that they now receive under two teachers. But what they would especially recommend is the establishment of Union Schools, making a division of the scholars according to age, providing female teachers only, in the districts as at present they exist, and maintaining three or four Union Schools to be instructed by male teachers. Those towns that have adopted this system give their experience decidedly in its favor. It is confidently believed that the money now raised by the town for schooling, would be much more profitably expended in this way than in the present mode. \* \*

SCHOOL COMMITTEE.—*Josiah Moore, James Wilde.*

### EAST BRIDGEWATER.

SELECTION FROM REPORT. \* \* The morals and habits of the scholars are of the very highest importance, and should be disregarded in no instance; and your committee have directed the attention of the teachers in your schools for the past year, to them, as being second to no other duty before them. When the understanding is receiving knowledge, the heart and the affections should receive their due share of attention, and no teacher is worthy to be employed in the honorable occupation of school teaching, who does not assiduously watch the habits and morals of his pupils.

There is a kind of ambition manifest in most of your schools, which needs a check, and there is also a want of another kind of ambition, which should be fostered. Scholars are disposed to advance, in their books for study, rather than advance themselves by study. They mark their attainments by the book in which they read,—the kind of book they study, or the page which closed their last lesson, rather than by the acquisition of knowledge which they have made in their several studies. The teachers are too ready often, to second this desire of show, and parents are sometimes fond of this display. Your schools are retarded in their progress in this way, in amount and kinds of study.

Year after year the same ground is gone over, because thoroughness was not demanded at first, without ever laying that foundation in the elementary branches of education, which is necessary for success when attending school, or for mental improvement, when the time of schooling is passed. Of the ambition of which we speak, we will give a fact in point. Algebra has been introduced into almost all your schools, the past winter, when but comparatively few of those, who have studied it have a good understanding of practical arithmetic, and some of them are deficient in the elementary principles of that science. \* \*

SCHOOL COMMITTEE.—*Baalis Sanford, Charles A. Latham, Geo. A. Williams.*

### HALIFAX.

SELECTION FROM REPORT. \* \* In a vocation so important as the education of the young, how necessary that the teacher be fully competent! Teaching is an art;—it requires as much study, as much judgment, as any other art;—it is a profession, and he who enters upon it should do so with a perfect knowledge of the nature of his calling. Yet how few there are who enter upon the important duties of a teacher with a just sense of their responsibility! What should we think of a physician, who should attempt to practise, without having first learned, the healing art? Yet many enter upon the important profession of teaching, and

practise upon the minds of our children, without seriously considering the nature and the responsibility of their calling.

There are now in this Commonwealth institutions established for the purpose of educating teachers for our Common Schools. Many have already gone out and have entered upon their duties, and, as far as we have been able to learn, they have been very successful.

We hope the time is not far distant when our district schools may receive the instructions of teachers who have been trained to their profession, and who will enter upon their noble work feeling its great importance, and whose only motive will be a desire to advance the cause of education, and so to instruct as to promote the interests and future well-being of the youth committed to their care.

Finally, believing moral culture to be of as much importance as intellectual improvement, we should endeavor, in selecting our teachers, to procure those who will impress on the minds of their pupils the value of sound morality, pleasing manners, and a sacred regard for the institutions of religion.

SCHOOL COMMITTEE.—*Cyrus Morton, Moses C. Crooker.*

## HANOVER.

SELECTION FROM REPORT. \* \* Almost the only complaint which is uttered in our community, in respect to schools, is the lack of order and discipline. If an inquiry is made concerning a school, the answer in nine cases out of ten will be, that there is a lack of good order, that the instructor possesses no tact as a disciplinarian.

Those parents who utter this complaint seem not to be aware, that in no small degree they are culpable in this matter, and that the remedy for the evil lies chiefly with them. When children are permitted to rule at home, and to violate parental authority unrebuked, it will be extremely difficult to manage them at school. The foundation for a correct system of school government must, in our opinion, be laid at the domestic fireside. \* \*

SCHOOL COMMITTEE.—*R. L. Killam, A. G. Duncan.*

## HANSON.

SELECTIONS FROM REPORT. \* \* Here we would offer a general remark in reference to furnishing scholars with the instruments appropriate to the business of the schoolroom. Every scholar should have his own books,—books pertaining to each and every branch of study to which you expect him to attend,—and books adapted to the improved state of the age in which he lives. You might as well hope to obtain the first premium at a ploughing match, with a plough constructed in the reign of King James, while all your competitors used Howard's and Prouty's improved patent,—as to expect your son or daughter to become proficient in the study of modern geography while you furnish them with only an ancient edition published when our nation numbered only thirteen States, had not surveyed her territories, nor dreamed of the later revolutions in Europe and South America. What would you think, on going into a shoemaker's shop, to find six men pretending to work with only three hammers and four awls? And yet your committee are often obliged to witness as great a deficiency in the working tools of the schoolroom. \* \*

\* \* This was what is technically termed a *cheap* school, and it seems to have been so regarded by most of the parents and children in the district, as the average attendance during the first week was 36, and that of the two last weeks 18 and 19, having dwindled to about one half. We do not wonder that some distinguished gentlemen should wish for a committee that would not go near the schools. If our schools were all *such* cheap ones, it would save a committee great mortification, to be excused from visiting them. But in obtaining cheap things, we sometimes "pay too dear for the whistle." \* \*

\* \* This was in *reality* a cheap school. The teacher received a good compensation, and his pupils were well paid for their attendance on his instructions. \* \*

SCHOOL COMMITTEE.—*F. P. Howland, Bowen Barker.*

### HINGHAM.

SELECTION FROM REPORT. \* \* There is one feature of the new system which your committee are assured will meet your approval. It is the *gradation* in our schools, or the introduction of what are termed *primary schools*. We believe that this part of the system will operate favorably on the morals and habits of the young, and afford facilities for greater progress to children of all ages. \* \*

SCHOOL COMMITTEE.—*Crocker Wilder, Jr., Jairus Lincoln, Jedediah Farmer, Ebed Ripley, Leonard Cushing, Samuel G. Bayley.*

### HULL.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Robert Gould, Joseph Pope, Jr., Moses B. Tower.*

### KINGSTON.

SELECTIONS FROM REPORT. \* \* The importance and propriety of the law making this requisition [Reports] upon the superintending school committee of the several towns in the Commonwealth, we fully acknowledge. Its tendency is to diffuse light, and to enable each individual to profit by the suggestions of those who, from year to year, are called to set forth their views on the great topics relating to the improvement of our Common Schools.

In the space of a single year, it is not to be expected, as a general thing, that any extraordinary advance will be made towards a thorough education. This is necessarily a *gradual* work. A common education, such as the Public Schools afford, is not to be obtained by a single effort, nor in the short space of a single year. At the close of each school year, therefore, we are only to look for that *gradual* improvement which may reasonably be expected. It is but of late, that any *systematic* attempts have been made to improve the condition of our district schools; and as time advances, we may look for more and more light and knowledge to be shed abroad, to correct and reform what has hitherto been erroneous or defective in the system. \* \*

\* \* A second cause, which we are led to believe operated unfavorably also to the highest good of this school, arose from the divided attention and interest of the teacher himself. We think it apparent that the *ruling* interest of the teacher was not in the schoolroom, and that the district could not have enjoyed a profitable school, under the circumstances, even had there been no prevailing sickness to prevent the *attendance* of the children. For we believe that a teacher, whose chief business is away from his school, requiring him to spend his energies and strength on other objects, even though important in themselves considered, is but poorly fulfilling the requirements of his calling. It is a maxim of truth, that "no man can serve two masters," verified not only in regard to its peculiar application in scripture, but also in regard to all the affairs and business of life. Especially will it be found applicable to the business of a school teacher. If he makes the interests of his school his chief object, he will improve the time afforded him out of school to facilitate his labors in the school; such as preparing the writings, inspecting and correcting the ciphering manuscripts, calling on the families of the district to consult the wishes of all in regard to their views respecting their children, and in various ways attending to the interests and improvement of the school.

But if he undertakes *other* business, requiring all his leisure time and making demands on his strength, even more wearing and toilsome than all his labors in the schoolroom, how can it be expected that he will be either engaged heartily himself, or inspire that animation in his school which is necessary to crown his labors with success? The expectations of a district are not too great when they demand the entire time of the teacher to be devoted to their service. \* \*

\* \* This was a profitable school. Indeed we cannot award too high praise to the fidelity of the teacher. In the report of last year it was stated that "this district had reaped a rich harvest of instruction for their children." The same teacher has been employed for the three past years, and an *increased* degree of improvement has been apparent from year to year under his instructions. The results of his fidelity and engagedness were apparent at the closing examination. On this occasion the house was filled with the parents, evincing that they felt an interest in the improvement of their children, that they coöperated with the teacher and appreciated his labors. This is as it should be. \* \*

This town has ever been liberal and generous in raising money for the support of schools. In addition to the sum of \$1000 raised by the town, and the sum of \$67 09 received from the "Massachusetts School Fund," we have estimated that about \$500 have been paid, the past year, by individuals, for prolonging the Public Schools and for tuition in Private Schools. We hope the time is not distant, when those who feel the deepest interest in education will coöperate in making the instructions of the Public Schools equally as good as any that can be obtained by Private Schools. We think there is no insuperable obstacle in the way of this. \*

\* We think the opinion and example of Daniel Webster, on this point, worthy to be regarded and followed by all. "If," said he, "I had as many sons as old Priam, I would send them all to the *Public School*;"—and, "It is a reproach that the *Public Schools* are not *superior* to the *Private*." \* \*

We hope that teachers will endeavor to visit each other's schools, especially at the closing examinations. We have observed the happy effects of this course, in some instances, during the past year. \* \*

SCHOOL COMMITTEE.—*Thomas Cushman, James Foster, Charles Robbins, Samuel Ring, John D. Sweet.*

## MARSHFIELD.

SELECTIONS FROM REPORT. \* \* Your committee have always discouraged set lessons for examination; that is, lessons on which the scholars have been specially drilled, in order to make a show on the day of examination. \* \*

From inquiries which your committee have made, we learn that there is less profane language used among the children than formerly, and that they behave better while out of school. Some of the teachers have told us that not a single instance of profaneness has occurred, to their knowledge, during the past winter. \* \*

The North School is much too large. \* \* Your committee would suggest to the town, the expediency of enlarging the schoolhouse in this district, by the addition of a room for the small scholars. These a female could instruct in the winter to good advantage. This would be a benefit to the large scholars, who could receive the whole attention of the master, without any interruption from the small ones. And it would also be a benefit to the small scholars, who would be advanced much more rapidly in their studies than it is possible for them to be in the present crowded state of the school. And we think the whole would gain, by this plan, much more than they would lose on account of the necessary shortening of the school. It is no economy for this large district to employ a man and give him thirty dollars a month to hear little children say A B C, or to hear them read and spell the words *cat* and *dog*. All his time can be profitably occupied in instructing the large scholars. A female can teach the small children better than a man, and we think that she can do it for one third of the money, and perhaps for less. And whenever a school becomes too large for one teacher, we think it is gener-



ally a better way to divide the school than to divide the district. Plans of this kind have been carried into effect in other towns, and the result is favorable. \* \*

SCHOOL COMMITTEE.—*George Leonard, Seneca White, Henry Blanchard.*

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### MIDDLEBOROUGH.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Thomas Daggett, Stillman Benson, Bradford Harlow.*

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### NORTH BRIDGEWATER.

SELECTIONS FROM REPORT. \* \* A ruinous and mistaken notion has prevailed for many years in the community, to a considerable extent, that almost any kind of a teacher would answer, not only for small children, but also for the district schools, both in summer and winter. But if an instructor of in some measure a finished education, of a well furnished and well disciplined mind, of interesting manners, having a tact for instruction and for enforcing obedience, is desirable in any department of education, it is in the Common Schools of our country. \* \* An error in the education of the rising generation, will be conspicuous in the generation that shall follow. \* \*

While your committee cannot report that a decided improvement has been made in all the schools, it is admitted that their present condition shows an enviable superiority over former years. \* \*

There is scarcely a professional person in the Commonwealth, more directly calculated to exert a salutary or pernicious influence upon the community, than the country schoolmaster, or school teacher. Upon glancing at the Abstract of the Massachusetts School Returns, the frequent introduction of this distinguished personage, by way of complaint, failure and exception, is startling; and we cannot conclude this report without renewedly awakening your attention to a matter of such vital interest; and we do hope that the prudential committees, to whom is entrusted the responsible power of selecting teachers, will, by an early and discriminating exercise of their authority, save themselves and the rising generation from the humiliation of submitting to the instruction of those "who cannot teach, and will not learn." We shall fail, however, to realize, even from good and efficient teachers, all the advantages to be derived from our admirable school system, without the coöperation and encouragement of all classes of the community, particularly of parents. \* \* Every accredited teacher, upon being introduced as such into any of our districts, ought to be welcomed and respected, and no surmise or feeling of prejudice ought to circulate against him, till after a fair trial. A contrary course is altogether uncourteous, and will paralyze the most discreet efforts of the wisest teacher; and has not the force of this remark been painfully illustrated before our own eyes the past season? \* \*

In view of the foregoing remarks, let us cherish the Common Schools of our country with patriotic solicitude, as one of the best means of perpetuating republican liberty and popular government.

SCHOOL COMMITTEE.—*Eliab Whitman, Paul Couch, Daniel Huntington.*

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### PEMBROKE.

SELECTIONS FROM REPORT. \* \* The committee would suggest the propriety and necessity of introducing some cheap apparatus into all our district schools. It will greatly facilitate the labor of the teacher, and render the task of the scholar comparatively light and pleasant. \* \*

It was happily said by a late chief magistrate of this Commonwealth, on a public occasion: "It is a great and just boast of the pilgrims and their descendants,

that they made early and ample provision for education. \* \* Hold fast to that boast; I would rather, for appearance, if I must choose between them, see the country dotted all over at its cross-roads with its plain little village schoolhouses, than have the high places of a few large towns crowned with the most splendid fabrics of Grecian and Roman art; I would rather, for the strength and defence of the country, if I must choose between them, see the roads that lead to those schoolhouses thronged with the children of both sexes, saluting the traveller as he passes, in the good old New England way, with their little curtesy and nod, than gaze on regiments of mercenary troops, parading upon the ramparts of impregnable fortresses. Ay, for the honor of the thing, I would rather have it said of me, that I was by choice the humble citizen of the State making the best provision for the education of *all* its children, and that I had the heart to appreciate this blessing, than sit on a throne of ivory and gold, the monarch of an empire on which the sun never sets. Sow the seeds of instruction in your sons' and daughters' minds. They will grow up and bear fruit, though the driving storm scatter the blossoms of spring, or untimely frosts overtake the hopes of autumn. Plant the germ of truth in the infant understanding of your children; save, stint, spare, scrape, do anything *but steal*, in order to nourish the growth; and it is little,—nothing to say,—that it will flourish when your grave-stones, crumbled into dust, shall mingle with the dust they covered; it will flourish when that over-arched heaven shall pass away like a scroll, and the eternal sun which lightens it shall set in blood."

SCHOOL COMMITTEE.—*Horace Collamore, Charles Hitchcock, Aurora W. Oldham.*

## PLYMOUTH.

SELECTIONS FROM REPORT. The school committee can say with truth, that they think the schools, as a whole, are in a better state than they have ever witnessed before. \* \*

By separating the younger from the older scholars, all are taught with far more profit and advantage. The system by which the scholars in the central district are divided into grades, the committee deem an excellent one. \* \*

The committee have observed with pleasure, that during the past year the teachers have endeavored, with evident success, to correct a fault which has been quite too prevalent in schools, that of training scholars rather for display than usefulness. To hurry children through a great variety of studies, merely to enable them to say that they have been "through" certain books, makes superficial scholars only, and fails of accomplishing the true and proper object of instruction. It is gratifying, therefore, to remark a change in this particular. \* \*

The teacher that is steady, mild and parental, and at the same time firm, who respects the better feelings of his scholars, and leads them to respect themselves, is sure to be successful. Others who attempt to win their scholars by indulgences, and attract them to a course of obedience and study, by the *no-government* principle, generally lose in the end the respect which is due to a teacher, and the school is sure to make but little advancement.

It is hardly possible to describe the difference of results, in a given school, in a single term, between a well qualified, faithful, active, efficient teacher, and some who assume the name, and make the attempt to teach. Better, far better, have the doors of your schoolhouses closed, than to have your children gather together, and keep together, day after day, undisciplined, ungoverned, and forming habits of idleness, under the care of an unqualified, unfaithful teacher. If our experience has taught us anything, it is that the character of the school depends mainly on the character of the teacher. \* \*

During the past winter, in several of the districts, experienced females have been employed; and the schools taught by them would not suffer by comparison with those taught by males. We feel satisfied that well qualified female teachers might be employed in our winter schools, to a far greater extent than they have

hitherto been, without any detriment to the interests of the scholars, especially in the small districts. \* \*

**SCHOOL COMMITTEE.**—*Gustavus Gilbert, Abraham Jackson, Jeremiah Farris, Branch Blackmer, George Bramhall, Jr.*

### PLYMPTON.

**SELECTION FROM REPORT.** \* \* With one exception, we have generally found the schools well taught and governed, and the scholars generally improving in the branches required by law to be taught in Common Schools; and a gradual improvement in teaching and managing schools. Also we find, with some exceptions, a gradual improvement in good reading; yet there are those who still practise a hasty, muttering manner of reading, notwithstanding all the pains taken to reform them. The practice of such doubtless arises from self-conceit and self-sufficiency, and an inclination to have their own way. \* \*

**SCHOOL COMMITTEE.**—*Lewis Bradford, Jonathan Parker, Wm. H. Soule.*

### ROCHESTER.

**SELECTION FROM REPORT.** \* \* The practice of putting the children into advanced studies, before they have mastered the primary and more important ones, is one of the greatest defects of our present school system. A child can learn to read and spell easily and correctly, when his attention would be employed on geography and arithmetic to very little profit. And if these most important of all branches of school education are not acquired in childhood, it is seldom that the work is well done. The defect in spelling, in most of our schools, is greater than in reading. It is often hurried off with little attention, and as little preparation. The omission of syllabication,—not pronouncing the syllables as they are spelt,—is a growing evil, against which the committee constantly remonstrate in their school visits. \* \*

**SCHOOL COMMITTEE.**—*George Ring, Thomas Robbins, Leander Cobb.*

### SCITUATE.

**SELECTIONS FROM REPORT.** \* \* Several of our smaller schools, that have heretofore been accounted comparatively backward, have manifestly improved and been brought forward to a respectable relative rank, by the judicious management of female teachers, who have been employed winter as well as summer. We take this occasion, therefore, to recommend, in all like cases, the adoption of the same plan. There are a greater number of female teachers to be obtained, who are more experienced, and are in other respects better qualified than the larger part of the males, who are employed as teachers in our schools. \* \*

We commend the example of district No. 12 as worthy of imitation. Could the most insensible and indifferent one but know how great a change has been wrought in the appearance and character of this school, merely by removing it from the dark, dirty, dismal shanty, in which it used to be kept, into the present bright, airy and clean apartment, he would believe that children, no less than adults, are much affected by the circumstances in which they are placed. Several of our schoolhouses are so bad every way, that it is unmerciful to subject children to confinement in them; and we implore the members of the districts, in which they stand, without longer delay, to replace them with others, constructed with a wise and liberal regard to the health, comfort and improvement of their children. \* \*

It is with the highest satisfaction, that we refer to another Act of our Legislature. An ample appropriation is made for the support of our Normal Schools

through another term of three years. No measure has ever been devised, tending so directly to the improvement of our system of public instruction, as the establishment of these schools. The specific design of them is to prepare teachers for our Common Schools. The results of the experiment in our own county, so far as they have had time to appear, have been most satisfactory. We, of this town, have had some means of judging. Five of our young women, and two of our young men have spent, part of them six months, and part of them a year, in the Normal School, and have received instructions in all the elementary branches of learning, much more thorough, and much better adapted to enable themselves to teach, than they could have received at any school or academy, with which we are acquainted. Your committee would confidently recommend it to all young men and women, who purpose to become teachers, to spend a year, or at least six months, at the Normal School. \* \*

SCHOOL COMMITTEE.—*John B. Turner, Edmund Q. Sewall, Samuel J. May.*

### WAREHAM.

SELECTIONS FROM REPORT. \* \* It would be a very good plan and course of procedure to give notice, in some newspaper or otherwise, that on a particular day,—say one fortnight previous to the commencement of either of the schools in town, there would be an examination of all the candidates for teachers,—and let it be stipulated in their previous agreement with the prudential committee, that on that day they are to meet the school committee, to make known their moral and literary qualifications, and to receive, in common with the inhabitants of the town, a lecture on education, prepared by one of the school committee. \* \*

Districts Nos. 4 and 5, for the wise purpose of attempting to spend their money to better advantage than in previous years, have united into one district, and have enjoyed more than ordinary success. \* \* District No. 7 has done well. It has separated into two schools, and appropriated a certain part of the public money, for the scholars under 10 years of age, and the remainder for the older pupils. \* \* We would recommend forthwith for the younger scholars, the cubic blocks, proper engravings, and the little instrument called the arithmeticon. \* \* For the larger scholars, we would recommend the black-board, terrestrial and celestial globe, orrery, State maps, magic lantern, electrical machine, air-pump, concave and convex mirrors,—all of which may be purchased at an aggregate expense of about \$75. \* \* Two or more districts may unite their funds, and thus mutually lighten each other's burden of expense, in aiding and effecting this noble object. \* \* Another great obstruction to the best interests of our town schools, the past year, was inattention, and a deficiency of interest, existing not only among scholars, but particularly among parents. Among all the schools, not a solitary one, has been entered by the latter. \* \*

SCHOOL COMMITTEE.—*Perez F. Doggett, J. R. Sproat.*

### WEST BRIDGEWATER.

SELECTION FROM REPORT. \* \* Your committee have observed in some schools a judicious and well regulated plan of instruction, by which principles as well as practical operations have been taught and illustrated, by means so familiar and well adapted to the capacities of children, as not only to insure improvement, but to render study a pleasing exercise; while in others, the apparent design has been to turn over books in a hurried manner, as though improvement depended entirely on the number and length of the recitations. \* \*

SCHOOL COMMITTEE.—*Austin Packard, David Howard.*

## BARNSTABLE COUNTY.

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### BARNSTABLE.

SELECTIONS FROM [PRINTED] REPORT. In the erection of new buildings and the remodelling of old ones, care should be taken to combine in them the comfort, convenience and usefulness of recent improvements. In their exterior architecture and finish, they should be at least neat and respectable;—for, by the traveller, they are considered sure indicators of the moral and intellectual character of the inhabitants of the district in which they are located. \* \*

The frequent changes and consequent multiplication of new school books are serious evils, especially as many of them are not an improvement upon those which have been long in use, but are mere catch-penny affairs, got up for the pecuniary benefit of the compiler and vender, rather than for the advantage of the scholars. \* \*

The town voted, "That no money shall in future be drawn from the treasury for the pay of school teachers, until it has been expended according to law; and the prudential committee's order for the same shall be approved by some one of the school committee before the treasurer be authorized to pay the same."

SCHOOL COMMITTEE.—*Henry Tuck, Bennett Wing, Elisha Bacon.*

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### BREWSTER.

SELECTIONS FROM [PRINTED] REPORT. We can truly say, that we have never before been more particular and critical in our examination of the several teachers, in which we have spent nearly three hours on each one, and the result has been that we obtained good satisfaction as to their qualifications and abilities for teaching. \* \*

Were it in our power to form the sentiments of this community in reference to early education, we would produce on the mind of every individual a conviction of the great importance of having children taught, first of all, to spell correctly our own language, and to read it with fluency and propriety.

Your committee are persuaded, that the prosperity and usefulness of our Public Schools depend very much upon the adoption and maintenance of a correct system of government and a firm discipline. Where these are wanting, the school is almost if not quite useless to the children. \* \*

We cannot observe but with deep sorrow and anxiety, an increasing disrespectful deportment and manners in our children and youth towards their parents, their superiors in age, and in our schools; and these things so affect every principle of good order,—the regularity and well-being of society, the advancement of our schools in useful knowledge, and the respectability of our children in life,—that we cannot forbear to bring them before your minds on this occasion. \* \*

SCHOOL COMMITTEE.—*Enoch Pratt, Samuel Williams, T. K. Taylor.*

## CHATHAM.

SELECTION FROM REPORT. \* \* But one male teacher, during the present year, is a native of the town; and this is owing, in a great degree, to the fact that our young men have so far confined their attention to arithmetic, from its connection with navigation, as greatly to have neglected other branches which are essential to a good common education. I need not say that the master of a vessel should be able, not only to manage his vessel at sea, but, in writing to his owners and others, should, if possible, do it in a handsome, business-like manner, spelling his words correctly, and avoiding all grammatical errors. We are happy to find that the number of boys in our schools, who study geography and grammar, is every year increasing, and that greater attention is paid to writing than heretofore. Nor have reading and spelling suffered by the increased attention paid to these other branches, inasmuch as we find, in some of our schools, that classes of scholars, of from eight to ten years of age, now read and spell better than those from fourteen to eighteen years old. There has also been a constant improvement in regularity of attendance at school, and in most of the schools, in obedience to teachers, and in the general good order and correctness of deportment of the scholars. \* \*

SCHOOL COMMITTEE.—*Charles Rockwell, Wm. T. Clark, George Cudler.*

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## DENNIS.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Uriah Howes, Edmund Sears.*

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## EASTHAM.

SELECTION FROM REPORT. \* \* One evil which your committee have discovered in your schools, and which they have been able in a slight degree to remedy, is the want of the requisite books. In some classes we have found only about half as many books of a kind as scholars. In order to secure the best progress, every scholar should be furnished with all the books he uses in his regular studies. You might about as well send a family of boys to sea with only one suit of sea-clothes among them, as send them to school with only one set of books. \* \*

SCHOOL COMMITTEE.—*Solomon Hardy, Samuel H. Gould, E. W. Jackson.*

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## FALMOUTH.

SELECTION FROM REPORT. \* \* Our schools are advancing in improvement, though at a very moderate rate; not because there is no room for improvement, but because the magnitude of the subject is not generally felt. Let the same energies be put forth for the improvement of our schools as often are, to secure the election of a political favorite, and it is presumed that the success would richly repay the sacrifice. \* \*

SCHOOL COMMITTEE.—*Newell Hoxie, Caleb Belcher, Wm. Greene.*

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## HARWICH.

SELECTIONS FROM REPORT. \* \* The custom of employing cheap teachers is attended with many injuries to our schools. There are some schools in the town in which, during the summer, cheap teachers are almost invariably employed,

and such schools are invariably the most backward. It is urged, as an apology for this custom, that those districts are small, and consequently are unable to pay higher wages for their teachers. This argument, at first, may appear somewhat plausible; but the moment we examine it, the plausibility disappears. \* \*

We have always found, that, in those districts which pay the highest wages, notwithstanding the schools are large, and consequently the teacher's labors more divided, the scholars are much in advance of those, in the districts which employ cheap teachers. *Cheap* teachers are generally incompetent ones. Those are usually the best mechanics who can command the highest wages. So we may say respecting seamen, or any other trade or calling. And the rule is no less applicable to school teachers than to mechanics or seamen. \* \*

Should it here be asked, why the school committee allow the employment of incompetent teachers, the committee are ready with an answer, that the *proceedings of the town are fresh in their memories*, and that they wish conviction to go before legislation. They remember that, a few years ago, (less than ten,) the town made choice of three intelligent men to perform the duty of school committee. They *did* perform their duty. They were strict in their examinations of the teachers;—they purchased books for the use of the schools, as the law required them to do. But their faithfulness to their trust was altogether unusual and unexpected. The people thought that it was "a dear way of buying books," and they did not understand the necessity of being so particular about the qualifications of a school teacher. The committee, however, were zealous in their adherence to the *law*. The consequence was, a reaction on the part of the town, and at the end of the year a new committee was chosen, consisting of men who would not do their duty too faithfully. Such a state of things no longer exists. The cloud of ignorance which then hung over us is fast moving away, and the light of other and better days is dawning upon us. But we are not yet wholly enlightened, nor are we yet free from prejudices. \* \*

Your committee are able to state, that most of our schools are in a flourishing condition. Visible progress has been made in most of them during the last year. \* \* The indications upon the whole subject of Common Schools are assuming a pleasing aspect. \* \*

SCHOOL COMMITTEE.—*J. Barnaby, Loring Moody, Elijah B. Sears.*

## ORLEANS.

SELECTIONS FROM REPORT. \* \* There has been observed a general increase of interest in regard to education on the part of both teachers and scholars; and, while your committee are pleased to make the statement, they would add, that there yet remains much to be done in order to make the schools what they should be. \* \*

One method of creating an interest in the cause of education is, a meeting of teachers, where they may freely interchange views respecting the various modes of instruction. Such meetings, held frequently during the winter, would, in the opinion of your committee, have a salutary tendency. At such meetings, parents might see what teachers are employed,—what interest these teachers manifest in their work, and such suggestions might there be made as would be for the interest of all parties concerned. \* \*

SCHOOL COMMITTEE.—*William P. Myrick, George Atwood, Joseph M. Knowles.*

## PROVINCETOWN.

NO SELECTION FROM REPORT.

SCHOOL COMMITTEE.—*Jeremiah Stone, S. A. Paine, R. N. Oakman.*

## SANDWICH.

**SELECTIONS FROM REPORT.** Your committee would state, in a general manner, with regard to the schools, that they have been steadily progressing, and are superior in their management and appearance, as compared with their condition in past winters. This might be expected from the increased interest manifested in their welfare by many of the citizens, and the introduction of the more improved means of imparting instruction, recommended by our valuable Board of Education. \* \*

An association has been formed with the express object of disseminating among the people all the information which can be obtained, in reference to the best modes of instruction, and to awaken attention by discussions, having direct relation to our schools, and to whatever may conduce to their welfare and efficiency. It is gratifying to your committee to be able to say, that the association has held, during the past winter, several meetings in different sections of the town, and that nearly all have been well attended, and have given much satisfaction to those who were present. The course adopted by the association in their proceedings, is similar to that of the county school conventions. Your committee would recommend that the citizens should, by all proper means, encourage these meetings. \* \*

In former reports your attention has been drawn to the subject of procuring school apparatus. Your committee are now gratified by stating, that some of the schools, by voluntary subscription within their respective districts, are partially supplied with these necessary aids to the teacher and pupil. They have no hesitation in saying, that from the increased improvement of the pupils in those schools which are furnished with apparatus, other districts will not long be without it. The mind is furnished with more correct impressions through the medium of the eye; hence the use of apparatus in affording facilities for making learning interesting by reaching the understanding of the child. \* \*

Your committee have pursued the following course with regard to candidates for employment. A certificate of character is first required, and no person is admitted to examination, without satisfactory testimonials in this respect. Each one is then furnished with a quill and paper,—he is required to make his own pen. A paragraph is slowly read, and the candidate writes it down. In this way a specimen of writing, spelling, and pointing, is obtained. The committee, after a careful examination of these specimens, proceed to a close inquiry into the grammatical construction of the paragraph. A synopsis of all the verbs in it is given; and rules of syntax, definitions, and whatever may be necessary to elicit the candidate's grammatical knowledge, are not omitted. He is then examined as to proficiency in geography, arithmetic, and reading. In no instance has any excuse been received, to avoid the examination, notwithstanding former certificates, even from the same committee, or reputation for ability in school management or general knowledge. Your committee, by this course, act in strict justice to the districts, and avoid the imputation of partiality. Each one of the successful candidates receives a certificate and register; the duplicate certificate is retained by the committee, and not filed with the town treasurer until the register shall have been returned, filled up by the teacher agreeably to the legal form. No money is paid out unless the selectmen receive the duplicate certificate, endorsed by some one of the committee, somewhat as follows. "The committee have received the register of district No. —, and it appears to be correct." The signature of one of the committee follows. By pursuing this course, the blank report can be correctly filled up by the committee, and transmitted to the Secretary of the Commonwealth in season. A failure in this respect would deprive the town of its share of the school fund for the ensuing year.

As regards the general deportment of the members of our schools, during the past winter, it has been good. Cases of bad behavior have lessened, and the interference of the committee has been necessary in but very few instances. In general it was sufficient to point out to the delinquent, in a kind manner, the objects of the school, and the necessity for some rules by which it must be governed, and the impossibility of carrying out these objects without obedience to the reasonable requisitions of the rules. In only one case have the committee been foiled in their good intentions; and this has shown them, if any doubt ever lingered in the mind, that without the cheerful coöperation of the parents, all their attempts to



better the condition of the schools, and the morals of the youth, would be ineffectual. If it is desirable to preserve our schools from anarchy, and make them subserve the high and important objects of education, moral and intellectual, the people must stand forth and aid the efforts of their school committee, those whom they have chosen to look after the welfare of their youth in the Public Schools. No town officer has more important duties to perform than your school committee men,—none more responsible; and to discharge their duties faithfully, impartially, and for the advancement of the whole of the youth of the town, the parents ought to be willing to aid them, and neither directly or indirectly oppose them, lest their influence be destroyed or impaired. We all aim at the same object; it is worthy of enlisting our best efforts; and he who knowingly and wilfully obstructs measures for the common weal of our schools, can be no sincere lover of his country's good. \* \*

In closing this report your committee would respectfully urge upon you the vast importance of the Public Schools. They should be cherished as one of the proudest monuments of our forefathers' benevolence, the firmest guards of liberty and republican stability. The Commonwealth has thrown the protection of its broad shield over them, and it remains for us, all of us, to do all that we can for their advancement. \* \*

SCHOOL COMMITTEE.—*John Harpur, Asahel Cobb.*

## TRURO.

SELECTIONS FROM REPORT. \* \* We have printed catalogues of the books we have selected, and have posted them up in many of the schoolhouses, and intend soon to have them in all, and in other public places, so that there may be no misunderstanding, but perfect uniformity. A few moments' consideration will convince every one that the less number of classes, the more time can be devoted to each scholar. \* \*

We are sorry there is so much aversion, on the part of our young men, to the study of English grammar; for it is certainly one of the most important acquisitions; and without it we can neither read nor write our own language correctly. It is no argument against the study, that we may gain a competency without it, or that many of our fathers spent their lives without its aid. \* \*

It is a common remark, that the children ten years old, and younger, are rapidly gaining upon their older companions; and that their attainments are far greater, considering their age, than those that have gone before. This is proof conclusive that our schools are better. \* \*

Our summer schools cannot receive too much attention; for if children are not trained during this period of their pupilage correctly and faithfully, morally as well as intellectually, we cannot expect satisfactory results in maturer years. \* \*

SCHOOL COMMITTEE.—*N. J. Knight, Barnabas Paine, J. H. Davis.*

## WELLFLEET.

NO REPORT FROM SCHOOL COMMITTEE.

## YARMOUTH.

SELECTIONS FROM REPORT. \* \* The decrease in the aggregate attendance may in some measure be accounted for, by the fact that there were last year (1840-41,) 699 persons between the ages of 4 and 16,—whereas there were this year only 683. An academy has also been built in the 7th district, which has considerably reduced the number of scholars in that district and the adjoining one. \* \*

In one of the districts, a teacher was engaged and applied to the committee for

a certificate; but they, after examining him, thought it would not be proper to grant him one. He however commenced his school, and taught one or two weeks, but finding he could not get a certificate, finally gave it up.

In the 8th district it was found necessary, from the number of scholars attending the winter school, to take out all under a certain age. To avoid the like occurrence in future, the district has built another schoolhouse, and intend to have two schools taught by females in summer; and in winter they can send the younger scholars to a female teacher, and have the older and more advanced under the direction of a male teacher, as heretofore. It was thought that this would be a much better plan than to divide the district and have two male teachers, which would be more expensive, and considerably shorten the length of the schools. \* \*

**SCHOOL COMMITTEE.—***Wm. P. Davis.*

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SCHOOL COMMITTEE.—*Wm. P. Davis.*

## DUKES COUNTY.

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### CHILMARK.

**SELECTIONS FROM REPORT.** \* \* The town of Chilmark comprises the Elizabeth Islands and Norman's Land, seven in number, exclusive of a portion of the Island of Martha's Vineyard. Their situation varies from one quarter of a mile, to at least six leagues' distance from each other. They are inhabited by not more than from two to four families, who usually reside on them, most of whom are tenants. Consequently the town of Chilmark, as a corporate body, is deprived of many advantages and privileges which are possessed by towns whose situation is more compact,—of which advantages, and not the least, are those derived from the Common School system. \* \* The method usually adopted, by which each individual receives the proportion of the Public School money to which he is entitled, appears to give general satisfaction. Notwithstanding the natural disadvantages with which they are surrounded, the people generally have not neglected the education of their children. Parents in some instances employ private family instructors; others place their children on the continent, or elsewhere, at school. The town is arranged into four school districts; each district is provided with a schoolhouse, all of which are tolerably convenient and comfortable. \* \* Much can be done, however, to aid and improve the Common School system, and to elevate the standard of education in the town. In fact, the spirit of the age in which we live, seems to demand of parents and others, more active exertions on the subject of education. \* \*

**SCHOOL COMMITTEE.**—*Warren M. Tilton, John Hammett, Samuel T. Hancock.*

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### EDGARTOWN.

**SELECTION FROM REPORT.** \* \* Your committee cannot close their report, without urging upon their fellow-citizens the necessity of making a liberal appropriation for the support of Public Schools. They are aware it may be argued, that our resources are not abundant, and that the public expenses are very high; and therefore it will be necessary to introduce retrenchment, and to adopt the most rigid economy in making appropriations for any purposes. This reasoning is more specious than solid; for, if the premises are true, that we are poor, and retrenchment is absolutely necessary; then, the true principles of economy would dictate that it should be applied to those appropriations, by the reduction of which the public interests would suffer the least. For, when we find that our pecuniary interests require a reduction of expenses, as for instance, the reduction of the expenses of our families; we do not retrench, by dispensing with the necessary articles of food and clothing, and retaining the most luxurious and costly. We do not allow them toys and baubles, and deprive them of bread and meat. To withhold the means of education from our children, and spend our money on less important objects, would be like giving them a stone when they asked for bread, or a serpent when they asked for a fish. Education, physical, intellectual, and moral,

would be a richer legacy to bequeath to posterity, than houses and lands, goods and chattels. It lays a permanent foundation for the security of health, happiness, and the acquisition of wealth, fame and honor. In conclusion, your committee respectfully and affectionately urge upon parents and teachers, school committees and all others, the importance of discharging their obligations to the rising generation in such a manner, that when it shall have become necessary in the order of Providence, to commit to their hands the trusts and stations which are now occupied by themselves, in the domestic circle, in society, in the State and national councils; they will do it with alacrity, and with the consciousness of having faithfully discharged their duty.

SCHOOL COMMITTEE.—*Hebron Vincent, Constant Norton, John Pierce.*

### TISBURY.

SELECTIONS FROM REPORT. \* \* We [the committee] are happy to state, that we think the cause of Common Schools is fast gaining ground. Your committee lament that, in the most populous district, there was no schoolroom of sufficient dimensions to accommodate the scholars. The one provided by the prudential committee for the principal school was by no means sufficient for the purpose. We do most earnestly recommend to that district to provide a suitable, good and sufficient schoolhouse, answering all the purposes of utility and convenience. \* \*

\* \* Your committee were much grieved, while visiting the school taught in this district, to see so few children in attendance. The teacher was employed at \$30 per month, and one week of this term the average was only five or six scholars. We consider this as a waste of money almost without a precedent,—one which calls loudly for reform.

Your committee would most earnestly recommend that the provisions of the law relative to the establishing of a depository of books for the schools of the town, be carried into effect. \* \*

We would also recommend, that the matter of contracting with teachers be left wholly with the town's committee, on various accounts, one of which we will name,—that is, the prudential committees are disposed to act independently of the town's committee, and establish schools without their knowledge, or even without examination of the masters. \* \*

We would most earnestly recommend that the town increase their appropriations for Public Schools up to something like the sum which the importance of the subject requires. \* \*

SCHOOL COMMITTEE.—*Charles Cottle, Davis Cottle.*

# NANTUCKET COUNTY.

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## NANTUCKET.

**SELECTIONS FROM REPORT.** \* \* It is justly said, that education is designed to make man what he ought to be under the conditions of his being; to fit him for society; for usefulness; for his duty as a citizen, as a neighbor, as a parent, as a Christian, as an immortal being. Here is a space of vast amplitude and glorious promise. How important then, the subject of education, considered in its bearing upon *an individual alone*.

But suppose a *whole people* are to be interested and to be educated. The subject now swells into importance in the ratio of a nation's population to a single individual. And popular education is intended to operate upon a whole people.—The design is, to cultivate the great mass of the mind and heart of the nation. Among all human enterprises, this is one of the noblest and most benevolent. Give to any people, of whatever clime and whatever complexion, a *right* education, and you lift them from debasement and misery to respectability and happiness. If popular education contributes to this result, then it is incalculably important. It is interwoven with the fabric of a nation's prosperity and a nation's elevation. It is an agency which no nation can neglect, and be true to itself and the race of man. The more the heart and mind of a people are cultivated, the more is individual, social and national happiness increased. Let every one then cast around him and see what he has to do in this great work. \* \*

A large amount has been expended, from year to year, for education, and hence the question is not inappropriate, what have been the returns for this expenditure? The committee believe that there are very few among us who will deny the position that, on every hand, the evidences are gratefully rising before us, that the liberal endowment of our schools has not been made in vain; and that our future well-being depends upon a continuance of the same enlightened policy. If, however, there are any who feel that the returns have not been equal to the expenditure, it becomes them to seek for the cause of this exception. Let them be honest in making this investigation, and the fault may be discovered, not in the school system, nor yet in the teacher, but in circumstances which they themselves might have controlled.

Our schools have always suffered from irregularity of attendance, and this evil, although mitigated, still exists to a considerable extent. Upon this subject, the committee would make a few reflections, inasmuch as the evil is not confined to the delinquent scholar only. The whole school suffers from it. A scholar is absent from his class *to-day*; of course, the lessons for the day are unacquired, and when he joins the class, he must be deficient just in proportion to his absence; and on reviewing the lessons, his imperfect recitations prevent the onward progress of the whole class, on account of the embarrassment and detention which an imperfect lesson is sure to produce. The equanimity of the teacher is disturbed, and the scholar is perhaps detained after the recitation to atone for his delinquency. Hence, what would have been a pleasure at the proper season, becomes a *task* at a later period, and while the parent complains that his child has constantly to do penance, the scholar himself becomes disheartened, and the school, which should be his pleasure and delight, actually becomes a burden to him.

Hence the necessity of overcoming every difficulty, in view of the scholar's constant attendance at school : and where an interest prevails in this particular, it will also induce the heads of families to unite their efforts with those of the school, and to give occasional instruction to their children at home. In a variety of ways this may be effected.

Some parents will excuse themselves by the plea that they are incompetent. This is less plausible than many imagine. In comparing the active mind of one of our self-taught scholars with that of the slothful and unobservant, it was said of the former that he could not cross a street without drawing instruction from some of its presentations, while the latter would cross even the Atlantic, and scarcely glean a solitary idea. Just so of the parent who is interested in the progress of his child. He will find means of instructing him from the common precedents of life, and make them all more or less subservient to his improvement and his good. Do parents interest their children by a constant recurrence to their school exercises? Do they know from day to day, what has occupied them in school,—in what lessons they have succeeded, and in what they have failed? And do they, by a constant appeal to them, impress them with their duty to themselves, and to every requisition of the school which they attend?

Perhaps the child has missed a word in the spelling lesson merely. Is there a parent who, if he do not *positively* know its orthography, may not find a means to impress such a delinquency upon his child, that the correction will never be obliterated from his remembrance? Much, very much, may the careful parent effect in this way, and almost without an effort. A boy once said to a member of the school committee, that the first correct impression of orthography he ever had was from the interesting circumstance of being called upon, from day to day, to spell such words as were suggested by the furniture with which the table was spread. Here were the visible objects, and his attention was fastened upon them so distinctly that it seemed to be a kind of perspective to the whole theory of orthography.

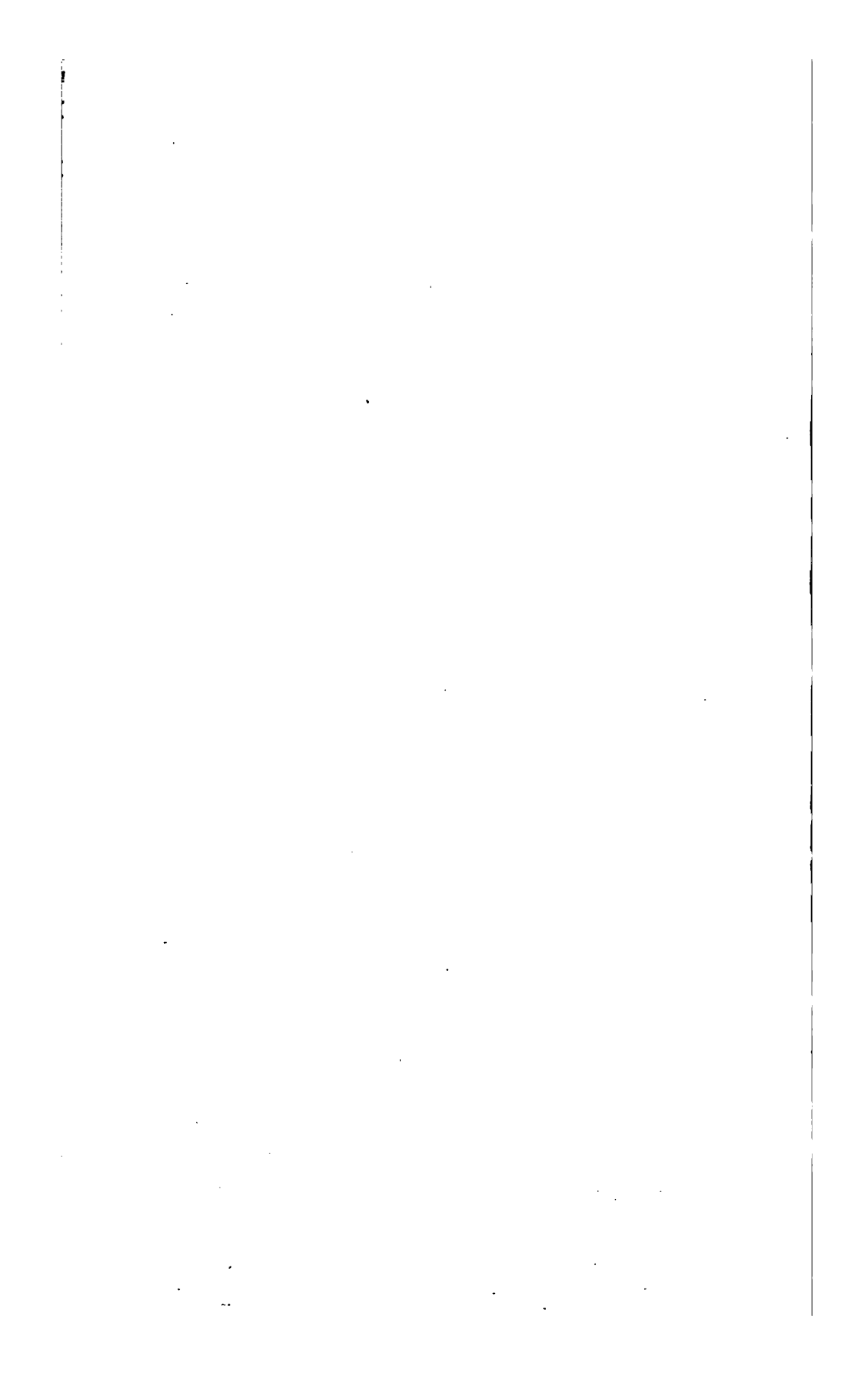
Parents say they are incompetent to teach their children. What number of parents are unacquainted with the multiplication table? This may seem like a trifling question. But the teachers of our primary schools would say, that if parents would but join their efforts with the instruction in school, and make them *perfect* in this only, they would do much towards the ultimate advancement of their children to comparatively perfect arithmeticians.

In conclusion, then, the committee would say, let every one feel that he has something to do in the great cause of education, and let him bestow his money, his time and his influence cheerfully, in view of the results which it cannot fail to bring, at least to the race, if it do not to him, either directly or immediately; for so much is involved in our Public Schools, so immeasurable is their instrumentality, that every consideration of duty and of interest demands our spontaneous coöperation and support.

Let us then take this elevated ground, and do what we may to give perpetuity to this republican institution, and bring the system to the greatest perfection,—the highest idea which inspired the minds of those who projected, or who have since been instrumental in sustaining it.

SCHOOL COMMITTEE.—*Wm. Gurrell, Josiah Macy, John H. Shaw, Wm. C. Starbuck, Nathaniel Ruggles, Andrew M. Macy, Francis B. Folger, Samuel Joy, Daniel Jones, Jr., Charles Wood, Frederick C. Macy, Nathaniel Barney, Ebenezer Coleman, H. B. Dennis, Richard Mitchell, Jr.*





## SUFFOLK COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.				NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer.		Winter.		SUMMER.		WINTER.	
											Mos. Days.	Total. Mos. Days.	Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Boston,	-	93,383	\$109,304,218 50	114	12,775	12,775	10,043	18,081	-	27	684	684	1368	46	159	46	159	
Chelsea,	-	2,390	695,781 50	10	458	444	346	602	-	10	56.7	56.7	112.14	2	10	3	9	
Total,	-	95,773	110,000,000 00	124	13,233	13,219	10,389	18,683	-	37	5.27	5.27	11.26	48	169	49	168	

## SUFFOLK COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Schol-ars.	Aggregate paid for tuition.	No. of unincorp. Acad-emies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Schol-ars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.													
Boston,	\$103 35	\$20 83	\$13 00	\$8 50	\$90 35	\$12 33	\$102,042 72	-	-	-	-	-	118	1416	3540	\$103,111	\$9050 00	\$502 50	-
Chelsea,	39 00	16 33	11 57	7 45	27 43	8 88	3,500 00	\$90 00	-	-	-	-	1	10	5	150	-	-	-
Total,	71 18	18 58	12 29	7 98	58 89	10 69	105,542 72	90 00	-	-	-	-	119	1426	3545	103,261	9050 00	502 50	-

## ESSEX COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.				NUMBER OF TEACHERS.				
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mon. Days.	Winter. Mon. Days.	Total. Mon. Days.	SUMMER.		WINTER.			
														Males.	Females.	Males.	Females.		
Amesbury,	2,471	\$604,239	12	496	412	358	293	527	17	15	39.7	35	74.7	1	11	11	11	-	4
Andover,	5,207	1,474,475	19	971	955	621	652	1835	60	44	87.21	57.7	145	-	21	21	16	4	2
Beverly,	4,689	1,306,509	10	604	721	515	544	1205	-	60	57	42	99	2	11	10	10	2	2
Boxford,	942	387,304	7	193	218	158	165	237	23	27	22.10	18	40.10	-	7	7	7	1	1
Bradford,	2,222	410,963	9	548	492	361	300	653	60	25	40.16	28.19	69.7	-	9	8	8	1	1
Danvers,	5,020	1,922,807	13	901	1071	671	794	1929	50	50	73.14	59	132.14	2	15	13	4	4	4
Essex,	1,450	439,906	8	33	421	30	340	443	24	21	5	31	36	1	-	6	7	3	3
Georgetown,	1,540	339,351	7	305	838	197	238	367	32	26	26.12	18.15	44.27	-	4	7	-	2	1
Gloucester,	6,350	827,402	21	1406	1224	878	839	1755	44	89	102	77	179	-	21	18	2	2	2
Hamilton,	818	234,749	4	160	222	100	156	222	20	22	15.4	13.14	28.18	-	4	3	1	1	1
Haverhill,	4,336	1,224,379	23	863	793	557	537	1194	13	44	86.7	60.7	146.14	3	17	15	2	2	2
Ipswich,	3,000	781,361	9	574	562	334	374	790	27	26	35.21	37.7	73	2	11	9	-	-	-
Lynn,	9,367	1,319,656	18	1744	1588	1150	1055	2454	12	6	101	101	202	6	11	8	9	9	9
Lynnfield,	707	157,663	3	192	169	111	116	198	16	11	16.14	10	26.14	-	3	1	2	1	1
Manchester,	1,355	334,035	3	139	220	92	738	342	4	6	8	16	24	1	2	3	1	1	1
Marblehead,	5,575	1,660,528	12	873	887	568	560	1546	-	14	72	71	143	3	9	4	8	4	4
Methuen,	2,251	576,619	12	465	566	351	441	553	25	40	39.11	31.17	71	-	12	8	-	-	-
Middleton,	657	210,239	4	154	158	103	117	280	25	22	16	11	27	-	4	3	-	-	-
Newbury,	3,789	904,026	14	909	641	519	473	1031	12	43	74.21	50	124.21	9	19	10	2	2	2
Newburyport,	7,161	3,208,857	18	1069	928	828	731	1832	-	11	108	108	216	5	14	5	14	14	14
Rockport,	2,650	333,475	7	382	420	328	374	780	-	45	39.1	23.20	62.21	3	7	7	7	1	1
Rowley,	1,203	248,295	3	123	140	74	81	175	16	20	9.21	7	16.21	-	4	2	-	-	-
Salem,	15,082	10,218,109	24	2033	2025	1653	1646	3895	-	17	144	144	288	11	36	12	4	35	35
Salisbury,	2,739	725,714	7	606	226	395	146	705	3	3	58.10	22.14	80.24	4	7	4	1	1	1
Saugus,	1,088	208,856	4	247	209	166	159	337	12	-	23.14	16	39.14	-	6	-	5	5	5
Topsfield,	-	-	No Return	from School	Com- mittee.	131	252	377	15	43	-	-	-	-	-	-	-	1	1
Wenham,	689	197,806	5	130	223	90	160	205	17	26	10.21	17.21	28.14	-	4	4	4	1	1
West Newbury,	1,560	476,154	6	184	365	131	252	377	15	43	12.25	22.7	35.4	-	4	6	-	-	-
TOTAL.	162,028	500,720,807	200	12,304	12,104	11,092	11,681	24,267	527	756	4.95	4.4	0	1	50	969	900	108	108

# SCHOOL RETURNS.

201

ESSEX COUNTY I — Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised only the wages of teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of School.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept in prolong Com. Schools.	Aggregate of months kept.	Average No. of School.	Aggregate paid for tuition.	Income from same.	Amt. of Local Funds.	Income of Burial Revenue appropriated to Schools.
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.													
Amesbury,	\$21 41	\$8 00	\$6 83	\$3 82	\$14 58	\$4 18	\$1576 80	-	-	4 42	262	3808 00	2	20	150	-	-	-	-
Andover,	25 31	10 82	8 25	5 33	17 06	5 49	2400 60	-	-	1 12	40	900 00	22	56	176	-	178 53	-	-
Beverly,	28 13	8 80	9 20	4 80	18 93	4 00	2260 60	-	-	1 12	40	900 00	22	170	560	-	210 00	-	-
Boxford,	24 14	11 57	7 28	5 43	16 86	6 14	500	-	-	2 20	137	2450 00	2	28 1/2	188	-	3500 00	-	-
Bradford,	24 18	10 22	7 12	4 22	17 06	6 00	1126	-	-	2 20	137	2450 00	2	36	70	-	2000 00	-	-
Danvers,	32 33	12 15	9 61	5 69	22 72	6 46	3500	-	-	-	-	-	3	35	198	-	100 00	-	-
Essex,	29 66	10 83	8 77	5 00	20 89	5 83	900	12 00	-	-	-	-	6	71	78	-	-	-	-
Georgetown,	24 56	10 58	7 85	5 67	16 71	4 91	690	24 00	-	-	-	-	12	84	252	-	-	-	700 00
Gloucester,	32 12	12 41	8 34	5 62	23 78	6 79	4400	-	-	1 10	20	240 00	8	36 1/2	159	-	-	-	199 50
Hamilton,	23 87	9 62	5 33	4 25	18 54	5 37	400	-	-	1 11	60	1290 00	21	189	506	-	825 00	-	-
Haverhill,	25 44	11 42	7 49	5 45	17 95	5 97	3000	-	-	-	-	-	-	-	-	-	-	-	-
Ipswich,	29 61	9 37	8 54	5 18	21 07	4 19	2000	-	-	-	-	-	-	-	-	-	-	-	-
Lynn,	35 87	12 45	11 37	5 91	24 50	6 54	5600	-	-	-	-	-	-	-	-	-	-	-	-
Lynnfield,	30 00	15 33	8 00	5 50	22 00	9 83	500	-	-	-	-	-	-	-	-	-	-	-	-
Manchester,	31 67	9 00	8 00	4 00	23 67	5 00	700	-	-	-	-	-	-	-	-	-	-	-	-
Marblehead,	33 33	9 72	11 50	6 00	21 83	3 72	3000	100 00	2	24	50	800 00	19	228	479	-	-	-	-
Methuen,	24 75	11 47	6 06	5 22	18 69	6 25	1200	33 00	-	-	-	-	5	17	156	-	-	-	-
Middleton,	24 66	9 50	8 00	4 75	16 66	4 75	450	-	-	-	-	-	2	3	25	-	-	-	-
Newbury,	25 30	12 00	8 40	5 63	16 90	6 37	2000	40 00	1	12	40	-	5	60	-	-	24900 00	-	375 00
Newburyport,	59 50	21 04	12 00	10 00	47 50	11 04	5000	-	-	-	-	-	21	252	391	-	1245 00	-	-
Rockport,	28 33	13 33	10 00	6 00	18 33	7 33	1000	-	-	-	-	-	7	45 1/2	173	-	-	-	-
Rowley,	25 00	15 33	7 00	4 66	18 00	10 67	400	-	-	-	-	-	2	3 1/2	21	-	-	-	-
Salem,	60 14	12 92	12 42	7 50	47 72	5 42	12182 86	-	-	-	-	-	56	672	1150	-	120 00	-	-
Salisbury,	26 38	9 75	8 13	5 25	18 25	4 50	1500	-	-	-	-	-	5	22 1/2	151	-	-	-	-
Saugus,	-	14 00	-	6 16	-	7 84	800	-	-	-	-	-	1	3	14	-	-	-	-
Topsheld,	-	No Return	-	-	-	-	-	-	-	-	-	-	3	7 1/2	96	-	-	-	-
Wenham,	24 33	8 50	7 75	4 25	16 58	4 25	400	-	-	-	-	-	6	20	183	-	-	-	-
West Newbury,	26 00	12 60	7 50	5 67	18 50	6 93	800	-	-	-	-	-	-	-	-	-	-	-	-
Total,	28 75, 11 53	8 18	5 44	20 57	6 14, 58376 06	209 00	12131 1/2, 609	9488 00	234	2084 1/2	5506	37386 84	33795	531853	581274	50	-	-	-

## MIDDLESEX COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	ACCOMMODATE LENGTH OF THE SCHOOLS.				NUMBER OF TEACHERS.								
				In Sum- mer.		In Win- ter.					Total. Mos. Days.	Summer. Mos. Days.	Winter. Mos. Days.	SUMMER.		WINTER.							
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.							Males.	Females.	Males.	Females.						
Acton,	1,121	\$260,202 18	6	252	324	163	243	327	39	44	21.14	17.14	39	6	-	6	6	-	3	1	3	5	
Ashby,	1,246	319,492 79	9	312	403	217	267	300	36	70	23.7	21.7	44.14	-	-	9	6	-	9	6	4	4	2
Bedford,	929	233,067 21	6	233	195	168	152	259	30	11	27	14.7	41.7	-	-	6	6	-	6	4	8	8	6
Billerica,	1,632	411,630 24	10	356	397	238	302	397	20	32	41.14	27.14	69	-	-	9	4	-	9	4	4	4	6
Boxborough,	426	144,635 22	4	96	131	75	114	122	12	23	11.21	11	22.21	-	-	4	4	-	4	4	1	1	6
Brighton,	1,425	458,485 41	7	339	349	226	252	319	26	18	35	35	70	-	-	1	6	-	4	4	4	4	15
Burlington,	510	133,908 82	4	159	213	90	148	138	4	21	11	7.14	18.14	-	-	7	15	-	4	4	7	7	15
Cambridge,	8,409	4,479,501 43	22	1296	1354	1117	1020	2280	-	44	16.14	14.14	31	-	-	-	5	5	-	5	5	5	24
Carlisle,	556	198,883 95	5	131	182	88	129	136	3	44	168	168	336	-	-	8	24	-	11	10	8	8	2
Charlestown,	11,484	4,033,176 39	28	2509	2509	2048	2048	2716	78	52	36.21	27.14	64.7	-	-	11	11	-	9	7	7	12	3
Chelmsford,	1,697	443,684 77	11	403	513	278	357	375	36	69	55.7	32	87.7	-	-	1	9	-	13	12	12	2	2
Concord,	1,784	608,649 70	10	518	581	326	414	535	36	58	52.13	40.5	92.18	-	-	-	4	-	4	3	3	2	2
Dracut,	2,188	514,471 37	13	659	746	420	508	656	85	58	12.7	11.21	24	-	-	-	14	-	14	12	12	2	2
Dunstable,	603	191,314 25	5	123	168	89	129	150	13	33	45.7	38.14	83.21	-	-	-	11	-	11	5	5	5	5
Framingham,	3,030	851,350 05	13	658	763	493	616	842	33	51	40.17	37.27	78.16	-	-	-	14	-	14	12	12	2	2
Groton,	2,139	722,440 56	14	493	640	317	442	601	63	90	45.7	38.14	83.21	-	-	-	14	-	14	12	12	2	2
Holliston,	1,782	415,234 63	9	361	493	284	404	472	45	38	28.7	28.7	56.14	-	-	-	11	-	11	5	5	5	5
Hopkinton,	2,245	501,989 04	11	517	661	377	480	637	41	67	33.14	34.7	67.21	-	-	-	11	-	11	11	11	2	2
Lexington,	1,642	561,549 81	7	271	379	203	278	407	28	34	32	28	60	-	-	-	8	-	8	6	4	4	1
Lincoln,	686	232,614 79	4	157	199	117	154	196	13	32	18.14	14.14	33	-	-	-	4	-	4	4	4	4	1
Littleton,	927	224,643 56	6	237	312	150	233	235	12	30	27.3	21.14	48.17	-	-	-	6	-	6	5	5	45	5
Lowell,	20,796	10,160,652 13	35	3439	3439	2768	2768	4015	298	167	192	203	395	-	-	26	43	-	26	26	4	4	5
Malden,	2,514	586,136 15	7	511	596	311	354	638	15	33	44	24	68	-	-	6	6	-	6	4	4	4	5

# SCHOOL RETURNS.

238

Marlborough,	2,101	687,674	51	10	451	616	336	507	675	49	76	29.17	30	59.17	-	3	10	8	1
Medford, -	2,478	1,095,195	31	6	430	472	366	408	585	-	4	36	34	70	-	-	10	3	8
Natick, -	1,285	282,935	65	6	262	363	202	287	332	17	50	17.7	17.14	34.21	-	-	6	5	1
Newton, -	3,351	897,255	36	12	549	636	413	491	871	13	23	44.21	44.14	89.7	-	-	13	9	5
Pepperell, -	1,571	357,859	61	8	341	423	265	328	396	-	64	25.21	23.14	49.7	-	-	8	8	-
Reading, -	2,193	463,024	61	10	494	546	350	406	576	57	64	43.21	30.7	74	-	-	10	7	-
Sherburne,	995	318,462	43	7	210	271	161	220	249	11	11	24	20.21	44.21	-	-	7	7	-
Shirley, -	957	236,561	06	6	205	246	150	190	264	18	20	20.22	17.15	38.9	-	-	6	6	-
South Reading,	1,517	279,409	01	7	379	374	238	257	411	32	26	44.3	15	59.3	-	-	7	5	1
Stoneham, -	1,017	217,960	69	7	286	144	160	85	231	28	38	39.7	10	49.7	-	-	9	4	-
Stow, -	1,230	337,451	94	5	237	270	142	173	235	19	25	17.21	13.21	31.14	-	-	5	5	-
Sudbury, -	1,422	410,716	09	6	313	375	222	287	350	23	60	20.14	16	36.14	-	-	6	5	1
Tewksbury,	906	342,703	03	6	176	222	120	170	172	20	30	19.7	14.21	34	-	-	6	6	-
Townsend, -	1,892	355,107	38	10	430	502	280	354	495	49	49	25	23.21	48.21	-	-	11	8	3
Tyngsborough,	870	264,133	47	8	243	267	157	170	259	21	20	26.11	20.14	46.25	-	-	5	5	1
Waltham, -	2,504	1,069,171	69	9	483	499	343	346	578	43	19	52	52	104	-	-	9	3	7
Watertown, -	1,810	973,835	88	4	251	329	190	248	424	7	15	23	25	48	-	-	3	3	1
Wayland, -	998	232,524	87	6	213	259	167	206	268	18	27	18.15	19.7	37.22	-	-	6	6	1
W. Cambridge,	1,263	472,423	35	4	285	355	208	265	340	-	16	19.14	14.14	34	-	-	3	3	3
Westford, -	1,436	357,312	58	9	315	425	248	344	451	27	75	29	19.3	48.3	-	-	9	8	2
Weston, -	1,092	386,494	23	6	225	238	164	242	284	21	20	26.14	22.21	49.7	-	-	6	5	1
Wilmington,	859	199,666	72	5	220	250	146	182	285	22	17	13.21	11.21	25.14	-	-	5	4	1
Woburn, -	2,983	687,388	09	9	517	587	303	357	721	-	26	38.14	29.18	68.4	-	-	9	8	1
Total, -	106,611	37,592,062	00	412	21,245	24,274	15,894	18,355	26,290	1425	1792	4.8	3.19	7.27	50	411	303	162	

## MIDDLESEX COUNTY

## MIDDLESEX COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of schools, including teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of School.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept in prolong Com. Schools.	Aggregate of months kept.	Average No. of School.	Aggregate paid for tuition.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	To Males.	To Females.	To Males.	To Females.	To Males.	To Females.												
Acton,	\$27 66	\$10 33	\$7 44	\$5 00	\$20 22	\$5 33	\$700 00	\$10 00	1	94	40	\$550 00	5	14	135	\$171 13	-	\$70 30
Ashby,	24 33	12 22	6 50	5 44	17 83	6 78	600	-	-	-	44	38	4	54	54	38	-	90 00
Bedford,	25 75	11 90	8 25	6 04	17 50	5 86	600	-	-	-	72	264	4	154	72	264	-	90 00
Billerica,	26 00	11 96	8 75	5 41	17 25	6 55	1000	-	-	-	-	-	-	-	-	-	-	-
Boxborough,	24 75	9 25	8 00	6 00	16 75	3 25	400	10 50	1	14	14	-	1	14	33	7	-	117 37
Brighton,	70 00	18 00	14 00	7 66	56 00	10 34	2000	-	-	-	-	-	-	-	-	-	-	-
Burlington,	28 80	9 81	8 00	4 00	20 80	5 81	250	-	-	-	24	18	1	24	15	18	-	60 00
Cambridge,	54 28	20 80	15 00	8 07	39 28	12 73	8500	-	2	10	50	1950 00	20	240	400	4150	30 00	-
Carlisle,	25 12	8 61	7 32	4 21	17 80	4 40	500	-	1	-	135	-	5	60	100	2000	318 00	-
Charlestown,	66 87	18 12	14 40	8 00	52 47	10 12	17000	-	-	-	-	-	-	7	-	-	-	-
Chelmsford,	25 80	11 45	8 00	5 63	17 80	5 82	1200	-	-	-	-	-	2	19	35	630	50 00	200 00
Concord,	33 00	11 03	9 36	5 73	23 64	5 30	1800	-	-	-	38	646 00	3	64	71	71 50	-	-
Dracut,	24 00	11 17	7 80	5 50	15 33	5 75	350	120 00	1	104	-	-	-	3	22	75	-	-
Dunstable,	23 33	11 25	8 00	5 50	15 33	5 75	350	-	-	-	-	-	1	3	22	75	-	-
Frammingham,	32 40	17 53	9 00	7 53	23 40	10 00	2000	-	1	104	45	900 00	6	21	24	257	-	-
Groton,	29 16	10 32	8 16	4 79	21 00	5 53	1500	-	1	11	70	750 00	3	4	75	43	37 20	-
Holliston,	29 00	15 41	6 80	6 02	22 00	9 39	1000	-	-	-	-	-	2	15	100	1000	-	180 00
Hopkinton,	30 18	13 81	8 28	6 00	21 90	7 81	1200	-	1	-	-	-	-	-	-	-	-	-
Lexington,	36 45	15 37	10 16	6 25	26 29	9 12	1400	-	-	-	-	-	3	14	37	275	254 22	-
Lincoln,	30 50	10 00	9 25	6 00	21 25	4 00	520	-	-	-	-	-	2	5	40	52	63 85	88 50
Littleton,	29 20	11 85	8 00	5 28	21 20	6 57	900	-	-	-	-	-	6	7	100	90	-	-
Lowell,	43 40	16 17	9 60	5 85	33 80	10 32	21518 08	-	-	-	-	-	4	48	100	1000	-	-
Malden,	36 25	16 67	10 50	6 34	25 75	10 33	2000	-	-	-	-	-	1	6	18	112	-	-

# SCHOOL RETURNS.

206

Marlborough, -	39 50	12 30	7 80	5 66	21 70	6 64	1100 00	10 00	1	104	35	565 00	-	15	109	450 00	368 66	22 00	-
Medford, -	50 44	12 87	14 00	8 00	36 44	4 87	3000	-	-	-	-	-	4	48	88	914	-	-	-
Natick, -	31 50	12 66	8 00	5 25	23 50	7 41	700	-	-	-	-	-	3	18	20	180	-	-	-
Newton, -	33 88	13 76	10 22	6 05	23 66	7 71	2000	-	-	-	-	-	8	67½	195	2286 50	-	-	-
Pepperell, -	25 00	10 45	6 29	4 67	18 71	5 78	850	14 00	1	10	33	495 00	4	54	74	36 74	-	-	-
Reading, -	29 42	13 01	8 71	5 73	20 71	7 28	1300	-	-	-	-	-	3	17	44	247	-	-	-
Sherburne, -	29 28	12 04	8 28	5 62	21 00	6 42	925	-	-	-	-	-	1	3	40	140	-	-	-
Shirley, -	27 35	11 08	6 68	5 25	20 67	5 83	750	-	-	-	-	-	2	5	28	60	-	-	-
South Reading, -	30 26	14 00	8 80	6 00	21 46	8 00	1200	-	-	-	-	-	3	13	80	180	-	-	-
Stoneham, -	31 50	14 71	10 00	5 85	21 50	8 86	900	-	-	-	-	-	1	34	24	33 60	-	-	-
Stow, -	26 16	11 88	8 86	5 48	19 30	6 40	600	-	-	-	-	-	2	22	34	550	-	-	-
Sudbury, -	29 00	11 83	8 60	5 58	20 40	6 25	685	30 00	-	-	-	-	3	11	85	250	433 33	26 00	-
Tewksbury, -	25 30	11 05	8 13	4 88	17 17	6 17	600	-	-	-	-	-	4	8	82	122	-	-	-
Townsend, -	25 17	10 41	7 17	4 82	18 00	5 59	800	25 00	1	10	96	1256 00	1	3	40	148	-	-	-
Tyngsborough, -	23 27	11 49	6 77	5 45	16 50	6 04	700	15 00	-	-	-	-	-	-	-	-	466 67	28 00	-
Waltham, -	40 66	14 33	12 33	6 33	28 33	8 00	2238 62	112 00	-	-	-	-	4	48	39	797	-	-	-
Watertown, -	39 89	17 33	12 33	7 33	27 56	10 00	1700	-	-	-	-	-	4	48	80	1305	-	-	-
Wayland, -	29 30	14 33	8 72	5 16	20 58	9 17	800	-	-	-	-	-	5	17	96	915	200 00	12 00	-
W. Cambridge, -	34 03	15 00	10 00	6 00	24 03	9 00	900	130 00	-	-	-	-	1	12	18	684	5019 00	300 00	-
Westford, -	28 00	11 41	7 88	4 89	20 12	6 52	800	18 00	1	10	28	600 00	6	11½	87	166 75	-	-	-
Weston, -	29 20	11 66	9 20	5 71	20 00	5 95	1000	-	-	-	-	-	5	8	62	80	-	-	-
Wilmington, -	25 12	12 60	8 25	5 20	16 87	7 40	500	-	-	-	-	-	1	2	16	16	-	-	-
Woburn, -	30 62	15 80	9 25	6 10	21 37	9 70	1500	-	1	11	25	400 00	3	25	85	525	-	-	-
Total, -	32 18	13 02	9 02	5 81	23 16	7 21	93696 80	494 50	14 113	610	8337 00	141	905½	2838	20400	22	20087 14	1243 27	806 17



## WORCESTER COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.				NUMBER OF TEACHERS.					
				In Sum- mer.		In Win- ter.					Summer, Mos. Days.		Winter, Mos. Days.		Total, Mos. Days.		SUMMER.		WINTER.	
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Mos. Days.	Mos. Days.	Mos. Days.	Mos. Days.	Males.	Females.	Males.	Females.		
Ashburnham,	1,652	\$414,235 20	11	441	556	286	384	458	-	-	31.14	25. 7	56.21	-	-	11	8	3		
Athol, -	1,591	348,372 02	13	361	400	296	306	454	24	32	40	34	74	-	-	15	9	3		
Auburn, -	649	189,372 53	5	125	160	92	128	161	14	18	19	12.21	31.21	-	-	5	3	1		
Barre, -	2,751	961,947 28	15	499	729	387	567	636	30	110	41. 7	42	83. 7	-	-	15	12	3		
Berlin, -	763	192,179 44	5	153	213	102	150	186	5	42	13.21	13	26.21	-	-	5	4	1		
Bolton, -	1,186	402,181 13	8	232	337	173	258	261	36	51	19.14	23	42.14	-	-	8	7	1		
Boylston, -	797	241,985 57	5	196	253	133	189	209	22	48	16. 7	14.14	30.21	-	-	6	2	4		
Brookfield, -	2,472	655,829 09	15	464	678	373	540	628	60	50	47. 7	48.14	95.21	-	-	15	12	3		
Charlton, -	2,117	628,390 04	13	588	588	312	436	488	48	52	38.14	40. 7	78.21	-	-	15	14	-		
Dana, -	691	117,983 73	5	156	214	107	157	191	5	15	12.14	10.21	23. 7	-	-	5	4	1		
Douglas, -	1,617	573,991 82	8	295	412	235	328	460	30	31	20	23	43	-	-	10	6	3		
Dudley, -	1,352	445,870 45	8	323	389	223	275	331	26	20	29	28	57	-	1	7	6	2		
Fitchburg, -	2,604	721,486 45	13	567	715	388	549	681	42	134	45.11	40.17	86	-	-	15	7	9		
Gardner, -	1,260	348,630 35	6	255	301	214	216	317	18	42	18.14	14.17	33. 3	-	-	6	6	-		
Grafton, -	2,943	808,388 34	10	559	720	419	540	710	30	35	38.14	45.14	84	-	-	11	9	5		
Hardwick, -	1,789	595,195 40	11	393	475	336	394	399	40	76	33.14	27.14	61	-	-	11	11	1		
Harvard, -	1,571	425,873 44	10	361	444	248	349	418	-	-	23.21	22.14	46. 7	-	-	9	7	2		
Holden, -	1,874	528,907 98	12	516	458	307	334	482	53	78	29.21	26. 7	56	-	-	11	6	5		
Hubbardston, -	1,784	411,458 75	12	487	627	343	460	572	33	98	31. 3	38.14	69.17	-	-	12	10	4		
Lancaster, -	2,019	459,831 50	12	368	515	244	406	462	27	73	38.21	34. 7	73	-	-	11	12	1		
Leicester, -	1,707	687,952 63	9	369	403	253	277	418	42	25	34	27. 7	61. 7	-	-	11	9	2		
Leominster, -	2,069	606,294 93	12	414	565	295	445	505	31	64	31.14	34.21	66. 7	-	-	11	8	5		
Lunenburg, -	1,272	412,383 88	10	320	438	240	328	386	27	60	27.21	25.21	53.14	-	-	10	8	2		

# SCHOOL RETURNS.

37

Mendon, -	3,594	1,317,538	33	19	534	856	352	624	925	56	114	49. 4	59.18	108.22	2	11	15	4
Milford, -	1,773	418,210	87	11	369	545	268	420	468	37	44	21.21	26. 5	47.26	-	9	10	2
Milbury, -	2,171	516,463	27	7	398	514	284	372	492	33	47	22.21	22.14	45. 7	-	10	6	4
New Braintree,	752	385,772	30	7	178	226	132	189	209	12	9	18 7	22. 7	40.14	-	7	6	1
Northborough,	1,248	367,253	78	6	300	378	196	280	328	19	75	25. 7	17. 7	42.14	-	7	5	1
Northbridge,	1,449	294,054	67	7	259	259	168	182	363	20	24	19. 7	21. 7	40.14	-	7	5	3
N. Brookfield,	1,485	429,600	23	9	340	471	268	349	407	34	55	28	33	61	-	9	9	2
Oakham, -	1,038	284,341	27	8	236	341	183	275	285	22	50	21.21	22	43.21	-	8	8	2
Oxford, -	1,742	649,201	91	12	397	360	300	289	504	-	-	48	33	81	-	13	8	2
Paxton, -	670	157,378	15	5	130	183	91	135	158	16	27	10.21	15	25.21	-	4	4	1
Petersham, -	1,775	644,607	74	13	472	499	343	378	487	24	67	37	24. 7	61. 7	-	15	7	5
Phillipston, -	919	265,893	81	7	195	250	141	205	219	19	41	17	20	37	-	6	5	2
Princeton, -	1,347	474,180	53	10	310	441	231	335	381	29	92	23.11	25. 4	48.15	-	10	10	2
Royalston, -	1,667	433,314	43	12	357	592	253	447	446	41	131	32. 7	30.10	62.17	-	10	11	2
Rutland, -	1,260	422,289	45	11	270	386	216	295	335	25	42	25.14	27.14	53	-	11	8	3
Shrewsbury,	1,481	429,943	57	7	312	404	245	324	381	23	42	19. 6	25.14	44.20	-	7	6	3
Southborough,	1,145	296,302	93	6	235	319	194	247	301	27	67	18	15	33	-	6	6	2
Southbridge,	2,031	553,021	37	9	285	382	228	299	400	36	27	21	28.21	49.21	-	8	7	2
Spencer, -	1,604	490,303	23	10	364	496	289	329	420	43	50	30	26	56	-	9	8	2
Sterling, -	1,647	479,034	63	12	392	518	276	416	435	37	64	30.14	32. 7	62.21	-	12	10	2
Sturbridge,	2,005	610,325	20	13	370	568	302	454	508	34	26	27.25	38.24	66.21	-	13	11	4
Sutton, -	2,370	711,238	55	13	504	604	377	486	750	54	48	38. 7	36	74. 7	-	10	8	2
Templeton, -	1,776	581,845	50	10	368	457	272	358	441	16	52	29.21	23. 7	53	-	10	8	2
Upton, -	1,466	327,331	22	8	343	470	273	380	383	40	70	18	13.21	31.21	-	9	7	1
Uxbridge, -	2,004	726,627	73	12	435	503	295	358	595	29	42	34. 7	36. 7	70.14	-	10	9	4
Warren, -	1,290	444,834	00	11	264	373	201	291	312	38	39	33	34.23	67.23	-	10	6	5
Weber, -	1,403	487,040	58	6	321	318	223	199	391	30	18	30	20	50	-	6	3	3
Westborough,	1,658	430,094	83	8	320	458	241	349	412	17	60	21.21	21	42.21	-	8	8	2
West Boylston,	1,187	365,726	99	5	259	285	199	221	331	35	43	16.21	12. 7	29	-	5	2	3
Westminster,	1,645	457,983	33	11	389	507	279	375	452	30	120	29.14	28.14	58	-	3	9	3
Winchendon,	1,754	457,783	81	11	433	514	288	373	467	40	67	28.14	27.21	56. 7	-	12	9	2
Worcester,	7,497	3,696,004	84	30	1523	1764	1086	1288	1910	137	96	127	138	265	3	23	14	18
Total, -	95,313,29	804,316	00	554	20,323	25,761	14,720	19,488	24,709	1686	2303	2.26	2.25	5.23	6	536	429	150

## WORCESTER COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.													
Ashburnham,	\$25 62	\$11 58	\$6 37	\$5 33	\$19 25	\$6 25	\$900 00	-	-	-	-	-	-	54	54	\$61 00	-	-	-
Athol,	25 13	9 94	5 97	4 72	19 16	5 22	1200	-	-	-	-	-	-	3	18	45	-	-	-
Auburn,	20 44	10 40	5 56	4 20	14 88	6 20	500	-	-	-	-	-	-	-	-	-	-	-	-
Barre,	26 66	12 12	7 50	5 75	19 16	6 37	1300	\$194 75	-	-	-	-	-	94	146	139 95	-	-	-
Berlin,	24 25	10 00	6 00	4 80	18 25	5 20	450	-	-	-	-	-	-	3	14	75	\$550 00	\$31 82	-
Bolton,	29 71	11 48	9 00	5 00	20 71	6 48	933 84	-	-	-	-	-	-	1	7	75	-	-	-
Boylston,	22 50	11 51	6 50	4 66	16 00	6 85	400	48 75	-	-	-	-	-	3	54	46 50	-	-	\$52 59
Brookfield,	24 02	11 24	6 19	5 59	17 83	5 65	1600	-	-	-	-	-	-	2	144	216	-	-	-
Charlton,	22 64	10 08	7 50	4 30	15 14	5 78	1200	97 00	-	-	-	-	-	3	34	-	-	-	-
Dana,	20 75	9 20	6 00	5 00	14 75	4 20	210	144 56	-	-	-	-	-	-	-	-	-	-	-
Douglas,	20 21	12 68	6 06	4 81	14 15	7 87	600	-	-	-	-	-	-	-	-	-	-	-	-
Dudley,	24 34	11 11	6 27	5 00	18 07	6 11	800	144 50	1	11	40	553 65	-	-	-	-	900 00	54 00	-
Fitchburg,	25 76	11 67	7 26	5 20	18 50	6 47	1500	-	-	-	-	-	-	234	88	701	-	-	-
Gardner,	27 08	11 55	6 72	4 94	20 36	6 61	600	-	-	-	-	-	-	1	24	-	-	-	-
Grafton,	28 35	12 65	7 91	6 00	20 44	6 65	1500	-	-	-	-	-	-	5	174	349 75	1000 00	60 00	-
Hardwick,	25 63	9 54	6 81	4 06	18 82	5 48	1000	60 00	-	-	-	-	-	-	-	-	-	-	-
Harvard,	28 21	10 84	8 21	5 12	20 00	5 72	900	-	-	-	-	-	-	-	-	-	899 25	53 95	-
Holden,	25 25	12 92	7 50	5 29	17 75	6 93	800	-	-	-	-	-	-	1	3	60	3400 00	204 00	-
Hubbardston,	24 72	11 91	6 22	5 48	18 50	6 43	826	40 00	-	-	-	-	-	3	8	75	1200 00	72 00	-
Lancaster,	26 75	10 77	7 83	5 09	18 92	5 68	1400	-	-	-	-	-	-	6	314	1616	-	-	-
Leicester,	23 12	10 60	6 38	4 77	16 74	5 83	1180	22 50	1	12	122	1900 00	-	1	12	160	-	-	-
Leominster,	28 34	11 58	7 96	5 73	20 38	5 85	1185	5 00	-	-	-	-	-	4	16	337	100 00	6 00	-
Lunenburg,	26 29	10 16	7 04	4 93	19 25	5 23	800	-	-	-	-	-	-	4	134	607	-	-	-



## HAMPSHIRE COUNTY.

TOWNS.	Popu- lation.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.				NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mon. Days.	Winter. Mon. Days.	Total. Mon. Days.	SUMMER.		WINTER.		
														Males.	Females.	Males.	Females.	
Amherst, -	2,550	\$654,471	12	439	575	315	440	743	21	44	38.21	42.14	81.7	-	9	6	6	5
Belchertown, -	2,554	496,480	17	470	729	355	554	736	45	60	34	47	81	-	12	13	5	5
Chesterfield, -	1,132	250,112	10	241	297	171	208	345	23	38	40.14	31.14	72	-	10	5	4	6
Cummington, -	1,237	244,078	10	297	361	227	267	351	23	4	33	31.14	64.14	-	9	4	4	3
Easthampton, -	717	181,495	6	154	184	119	148	200	4	7	28	20.14	48.14	-	6	4	4	3
Enfield, -	976	263,430	8	205	285	158	207	310	16	30	24.14	24.18	49.4	-	8	7	7	1
Goshen, -	556	131,867	5	118	161	93	125	155	7	20	17	16.14	33.14	-	5	2	2	3
Granby, -	971	230,583	8	229	301	172	244	295	16	15	35	27	62	-	8	4	4	4
Greenwich, -	824	156,879	8	193	251	147	205	220	15	23	24	23.21	47.21	-	8	6	6	2
Hadley, -	1,814	493,091	10	387	503	273	435	541	19	16	43.21	35.7	79	-	11	4	4	9
Hatfield, -	933	449,684	8	197	268	163	242	267	12	14	45	24.14	69.14	-	7	3	3	6
Middlefield, -	1,717	205,128	10	127	218	97	164	336	21	20	25.21	29.14	55.7	-	8	9	1	1
Northampton, -	3,750	1,150,167	15	743	851	598	721	984	25	30	74	69	143	-	3	4	4	17
Norwich, -	750	173,064	7	155	191	129	159	195	10	12	22	16.14	38.14	-	18	5	5	2
Pelham, -	956	160,695	7	195	297	144	212	274	5	18	18.14	15.7	33.21	-	7	7	7	1
Plainfield, -	910	203,390	9	206	253	170	195	249	37	40	23.14	24.7	47.21	-	8	9	9	1
Prescott, -	780	148,537	5	122	215	89	143	213	4	31	13.21	14	27.21	-	4	5	5	6
South Hadley, -	1,458	271,438	6	285	363	217	283	402	13	7	33.21	25.14	59.7	-	8	3	3	5
Southampton, -	1,157	235,845	8	209	291	155	217	283	13	15	30.21	30.7	61	-	7	3	3	5
Ware, -	1,890	384,850	10	382	511	320	398	576	30	44	29.10	28.21	58.3	-	14	9	9	5
Westhampton, -	759	165,067	8	144	177	128	153	212	10	5	32	27.21	59.21	-	8	5	5	3
Williamsburg, -	1,309	340,149	10	267	276	197	239	336	23	19	26.7	21.22	48.1	-	9	5	5	6
Worthington, -	1,197	307,851	11	305	361	193	257	349	39	56	50.14	33	83.14	-	11	11	11	-
Total, -	30,897	7,296,351	208	6070	7919	4630	6336	8522	431	582	3.16	3.4	6.30	3	202	133	96	96

## 211

# TOWNS.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of Schools, including teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Schol. att.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Schol. att.	Aggregate paid for tuition.	Income from same.	Income of Surplus Revenue appropriated to Schools.	
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.													
Annerst, -	\$6 17	\$13 11	\$6 17	\$5 79	\$7 32	\$1200 00	\$45 00	1	10	102	\$1776 00	6	154	110	\$169 60	-	-	-	
Belchertown, -	18 75	12 50	5 08	4 98	7 52	1200	230	1	9	40	700 00	4	8	60	100	-	-	-	
Chesterfield, -	19 60	11 28	6 00	6 00	5 28	500	463	-	-	-	-	4	61	72	82	\$607 00	\$36 42	-	
Cumington, -	20 75	12 09	6 00	5 01	7 08	500	343	-	-	-	-	1	54	30	150	-	-	\$150 00	
Easthampton, -	20 50	12 17	6 00	6 00	6 17	300	327	1	54	100	750 00	2	24	45	15	-	-	-	
Enfield, -	22 79	11 31	5 94	5 31	6 85	600	120	-	-	-	-	2	4	25	63	-	-	-	
Goshen, -	19 50	11 80	5 00	5 00	6 80	300	167	-	-	-	-	2	4	40	100	-	-	-	
Granby, -	21 75	14 18	7 00	6 00	8 18	700	251	25	-	-	-	-	2	5	53	146	-	95 00	
Greenwich, -	19 43	11 41	5 10	4 50	6 91	500	165	-	1	11	32	255 00	1	3	15	45	-	-	-
Hadley, -	24 16	12 46	6 16	5 71	7 12	1200	675	-	-	-	-	-	-	-	-	-	-	113 75	
Hatfield, -	23 75	11 78	6 75	4 93	7 00	6 85	750	-	-	-	-	-	4	104	103	126 33	-	-	-
Middlefield, -	22 40	10 77	8 00	6 00	10 40	4 77	490	530	-	-	-	-	-	7	54	74	3000 00	180 00	-
Northampton, -	42 50	13 59	11 00	5 41	31 50	8 18	4070	150	1	12	65	1600 00	-	3	18	54	-	-	-
Norwich, -	17 60	9 75	6 00	5 00	11 60	4 75	300	250	-	-	-	-	1	3	45	135	-	-	119 00
Pelham, -	19 60	10 14	5 89	4 28	13 71	5 86	400	52	-	-	-	-	1	6	54	180	-	-	-
Plainfield, -	21 55	11 33	8 00	6 00	13 55	5 33	400	330	-	-	-	-	-	-	-	-	-	-	-
Prescott, -	23 20	11 50	7 00	6 00	16 20	5 50	300	85	1	10	170	2040 00	2	6	54	180	-	-	-
South Hadley, -	26 99	13 81	7 50	5 50	19 49	8 31	1200	98	1	8	25	200 00	-	8	114	318 66	-	-	-
Southampton, -	19 00	10 68	5 67	4 62	13 33	6 06	600	344	-	-	-	-	-	-	-	-	-	-	-
Ware, -	22 63	10 61	6 13	4 40	16 50	6 21	390	300	-	-	-	-	3	8	114	318 66	-	-	-
Westhampton, -	18 60	11 75	6 00	6 00	12 60	5 75	461 52	300	-	-	-	-	-	-	-	-	-	-	-
Williamsburg, -	21 97	11 57	6 73	5 28	15 24	6 23	600	221 52	-	-	-	-	8	124	180	207 16	-	-	-
Wethersburg, -	21 94	11 57	6 00	6 00	15 94	5 57	550	554 06	1	10	40	577 00	5	7	190	41	1848 67	110 92	146 98
Total, -	22 41	11 79	6 48	5 38	15 93	6 41	19181 52	\$305 80	8	744	574	7698 00	51	1174	1138	2106 75	5455 67	287 34	624 73

## HAMPDEN COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in attendance in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.				NUMBER OF TEACHERS.			
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.		
														Males.	Females.	Males.	Females.	
Blandford, -	1,427	\$397,051 00	13	323	403	209	273	407	30	43	56	48. 7	104. 7	-	16	10	5	
Brimfield, -	1,419	443,410	10	335	493	260	378	436	39	43	35	32.14	67.14	-	11	7	4	
Chester, -	1,632	241,729	14	250	349	176	263	370	22	28	42.21	40. 7	83	-	13	7	6	
Granville, -	1,414	289,889	10	289	367	181	260	435	19	35	45.14	27.14	73	-	9	6	3	
Holland, -	423	113,763	4	87	112	59	75	100	7	19	8. 7	11.14	19.21	-	4	4	-	
Longmeadow, -	1,270	341,713	8	222	337	169	259	338	24	48	35.14	34.14	70	-	7	8	2	
Ludlow, -	-	-	No Return	-	-	-	School Committee.	-	-	-	-	-	-	-	-	-	-	
Monson, -	2,151	630,773 86	16	538	625	372	453	592	48	78	48. 7	45. 7	93.14	-	17	13	3	
Montgomery, -	740	96,160	5	94	111	67	71	113	6	16	16.14	16.14	33	-	5	5	-	
Palmer, -	2,139	695,519	12	399	566	303	423	623	26	24	35. 7	41.14	76.21	-	13	8	6	
Russell, -	955	98,390	4	77	94	57	70	130	3	12	11	13.14	24.14	-	4	1	3	
Southwick, -	1,214	297,411	9	340	379	250	301	379	-	40	49	36.14	85.14	-	9	7	2	
Springfield, -	10,985	3,610,141 35	38	2046	2410	1355	1606	2670	40	100	186	163.21	349.21	6	30	19	21	
Tolland, -	627	167,916	7	109	142	93	121	179	8	12	35	25	60	-	7	3	4	
Wales, -	686	143,295	5	176	255	121	182	226	12	26	15	18	33	-	5	5	1	
Westfield, -	3,526	899,510	18	705	786	607	697	1020	-	40	90	72	163	-	19	10	12	
W. Springfield, -	3,626	964,317 50	23	578	839	397	633	939	33	41	94	92. 7	186. 7	-	21	17	11	
Wilbraham, -	1,864	387,336	12	402	543	281	414	543	-	-	45.14	44.21	90. 7	-	11	11	3	
Total, -	36,098	9,818,324 71	208	6970	8811	4957	6479	9500	317	605	4. 2	3.19	7.21	6	201	141	86	

# SCHOOL RETURNS.

213

## HAMPDEN COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Average No. of Schol. at.	Aggregate of months kept.	No. of unincorporated Academies, Private Schools and Schools kept to protect Comm. Schools.	Aggregate of months kept.	Average No. of Schol. at.	Aggregate paid for tax.	Amt. of Local Funds.	Income from same.	Income of Hampden County appropriated to Schools.
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.												
Blanford, -	17 38	10 52	6 00	5 00	11 38	5 52	\$600 00	\$630 00	-	-	-	-	-	20	\$44 00	\$2250 00	\$185 00	\$134 16
Brimfield, -	21 57	12 35	5 57	5 09	16 00	7 26	950	280	-	-	-	-	54	55	111 90	600 00	36 00	-
Chester, -	18 25	9 38	6 00	4 00	12 25	5 38	600	382 50	-	-	-	-	44	27	268 00	-	-	-
Granville, -	21 49	11 50	6 33	5 88	15 16	5 62	600	66 70	-	-	-	-	20 1/2	-	-	222 17	13 33	-
Holland, -	20 50	10 50	7 00	5 00	13 50	5 50	200	116	-	-	-	-	7 1/2	25	160 75	731 00	43 86	-
Longmeadow, -	24 47	12 52	6 83	6 00	17 64	6 52	830	566 34	-	-	-	-	-	-	-	-	-	-
Ludlow, -	No Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monson, -	21 82	10 65	6 11	5 30	15 71	5 35	1100	454 81	1	80	10	2	4	20	15 00	-	-	-
Montgomery, -	17 60	10 19	5 60	5 33	12 00	4 86	300	181	-	-	-	-	-	-	-	-	-	-
Palmer, -	23 72	11 57	6 87	5 16	16 85	6 41	1000	300	-	-	-	-	2	40	12 00	3779 78	226 78	-
Russell, -	23 00	11 50	8 00	6 00	15 00	5 50	424 46	206	-	-	-	-	-	-	-	-	-	-
Southwick, -	19 43	11 11	6 43	5 33	13 00	5 78	-	568 50	-	-	-	-	11	35	-	15614 87	-	67 80
Springfield, -	31 94	14 76	8 66	6 51	23 28	8 25	6911 08	-	-	-	-	-	40 1/2	112	2375 00	8905 00	534 30	945 60
Tolland, -	18 00	10 10	6 00	4 00	12 00	6 00	250	-	-	-	-	-	2	20	40 00	-	-	84 00
Wales, -	18 90	10 11	6 00	5 05	12 90	5 06	400	88 50	-	-	-	-	-	-	-	-	-	-
Westfield, -	23 20	14 10	6 60	6 84	16 60	7 26	1800	1000	1	106	10	-	-	98	860 00	14123 00	846 10	-
W. Springfield, -	22 80	11 17	7 45	5 00	15 35	6 17	1300	1363	-	-	-	-	20 1/2	-	-	934 62	56 07	246 70
Wilbraham, -	22 10	12 82	6 00	6 00	16 10	6 82	800	498 50	1	177	11	-	-	-	-	-	-	-
Total, -	21 54	11 46	6 56	5 38	14 98	6 08	18065 54	6701 85	3	363	31	22	127 1/2	452	3806 65	47170 44	1893 44	1478 26



## FRANKLIN COUNTY

## FRANKLIN COUNTY.

TOWNS.	Popu- lation.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.				NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.		
														Males.	Females.	Males.	Females.	
Ashfield, -	1,610	\$326,945	14	402	516	306	407	441	25	142	50.14	41	91.14	-	14	-	10	4
Barnardston, -	992	210,083	6	209	283	150	211	306	10	23	23	21	44	-	6	-	3	3
Buckland, -	1,084	189,844	10	241	287	225	264	327	19	30	28	27	55	-	10	-	5	5
Charlemont, -	1,127	221,941	7	223	312	172	237	295	20	34	24.7	20.2	44.9	-	7	-	7	1
Coleraine, -	1,971	420,180	18	406	530	299	408	534	17	20	56	43.21	99.21	-	17	-	12	6
Conway, -	1,409	422,558	17	298	416	224	340	420	18	60	49.21	47.21	97.14	-	15	-	8	9
Deerfield, -	1,912	579,020	15	416	472	317	380	529	16	38	62.14	46.3	108.17	-	16	-	7	8
Erving, -	309	58,785	3	98	52	71	39	76	5	6	11.7	2.7	13.14	-	3	-	1	-
Gill, -	798	180,386	6	199	249	146	190	233	9	16	21.14	18.14	40	-	6	-	4	2
Greenfield, -	1,756	561,175	10	352	421	280	333	481	15	41	43	38	81	1	10	-	5	6
Hawley, -	977	175,187	10	244	300	197	239	330	6	37	31	26.3	57.3	-	10	-	9	1
Heath, -	895	195,811	9	226	283	176	199	263	22	29	26.21	25.14	52.7	-	9	-	6	4
Leverett, -	875	162,473	5	243	277	160	214	273	14	35	14.23	14.12	29.7	-	5	-	4	1
Leyden, -	632	170,397	5	140	191	107	157	185	3	20	18	15	33	-	5	-	5	-
Monroe, -	282	41,750	4	90	100	68	77	100	12	13	10	8.8	18.8	-	4	-	3	1
Montague, -	1,255	231,809	9	304	353	212	272	361	15	11	37.14	27	64.14	-	9	-	6	4
New Salem, -	1,305	262,313	12	345	450	260	313	386	16	53	34	32.14	66.14	-	12	-	10	2
Northfield, -	1,673	436,876	13	406	525	274	371	524	26	70	35	39.17	74.17	-	13	-	8	6
Orange, -	1,501	289,298	12	414	536	289	394	444	35	71	23.21	30.21	54.14	-	11	-	9	4
Rowe, -	703	159,424	7	161	205	137	173	201	10	15	23.14	21	44.14	-	7	-	3	4
Shelburne, -	1,022	255,944	10	223	308	173	233	274	21	50	42.21	31	73.21	-	10	-	5	5
Shutesbury, -	987	177,954	10	265	251	228	231	259	10	7	13	15.14	28.14	-	10	-	3	7
Sunderland, -	719	183,279	6	179	230	137	192	205	19	22	23.7	22.21	46	-	6	-	2	5
Warwick, -	1,071	260,100	12	249	349	194	272	295	32	56	22.17	29.14	52.3	-	9	-	8	3
Wendell, -	875	183,735	11	129	238	95	177	223	15	35	13.21	29.14	43.7	-	9	-	2	8
Whateley, -	1,072	220,927	6	214	287	161	241	327	14	35	23	20	43	-	6	-	5	4
Total, -	26,812	6,548,684	247	6675	8431	5088	6564	8282	426	969	3.2	2.23	5.25	1	239	150	103	

# SCHOOL RETURNS.

215

## FRANKLIN COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of School-ars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of School-ars.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of School-ars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.																
Ashfield, -	\$16 68	\$9 59	\$4 00	\$4 00	\$5 59	\$12 68	\$388 00	1	54	25	\$160 00	2	1	44	50	\$60 00	2	44	50	\$941 50	\$56 49	-
Barnardston, -	21 72	12 96	6 22	5 69	7 27	15 50	216	1	11	29	350 00	1	1	8	24	24	1	8	24	716 67	43 89	-
Buckland, -	20 00	11 00	6 00	4 00	7 00	14 00	326	-	-	-	-	4	1	4	90	55	4	4	90	914 83	54 89	-
Charlemont, -	22 71	11 05	6 14	5 14	5 91	16 57	125	-	-	-	-	1	1	4 1/2	29	-	2	4 1/2	29	800	48	-
Coleraine, -	18 87	11 57	6 00	5 26	6 31	12 87	718	-	-	-	-	2	2	5	34	-	2	5	34	700	42	-
Conway, -	19 62	10 25	6 00	5 00	5 25	13 62	686	-	-	-	-	2	2	11	45	-	2	11	45	-	-	\$191 87
Deerfield, -	20 00	11 72	7 00	6 00	5 72	13 00	532	1	12	35	750 00	6	6	18 1/2	63	-	6	18 1/2	-	-	-	-
Erving, -	23 83	9 85	6 33	4 18	5 67	17 50	-	-	-	-	-	-	-	1	15	-	-	1	15	-	-	-
Gill, -	20 50	12 66	6 00	6 00	6 66	14 50	232	-	-	-	-	1	1	1	4	-	-	1	4	-	-	-
Greenfield, -	26 53	13 71	7 60	6 00	7 71	18 93	379	1	12	25	750 00	2	2	15	52	-	2	15	-	-	-	-
Hawley, -	18 22	10 60	4 80	5 00	5 60	13 33	356	-	-	-	-	1	1	3	30	-	1	3	-	400	24	100 00
Heath, -	20 16	10 08	6 00	4 08	6 00	14 16	500	-	-	-	-	1	1	3	40	-	1	3	-	-	-	-
Leverett, -	20 25	11 11	5 00	3 83	5 25	15 25	255 75	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Leyden, -	20 60	11 00	6 00	6 00	6 00	14 60	72 25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monroe, -	16 00	10 00	6 00	5 00	5 00	10 00	238	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Montague, -	22 75	11 13	7 00	5 42	5 71	15 75	125	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Salem, -	23 40	10 37	6 10	4 50	6 07	17 30	354 75	-	-	-	-	-	-	-	-	-	-	-	-	207 33	12 44	32 03
Northfield, -	23 02	10 53	6 46	4 71	5 62	16 56	800	1	12	40	480 00	3	3	6 1/2	20	-	3	6 1/2	400	24	-	148 00
Orange, -	22 00	9 73	5 30	3 86	5 87	16 70	110	1	11 1/2	20	250 00	2	2	4 1/2	70	-	2	4 1/2	-	-	-	-
Rowe, -	22 00	10 00	6 00	4 00	6 00	14 00	40	-	-	-	-	-	-	-	-	-	-	-	-	800	48	-
Shelburne, -	22 20	11 03	6 00	4 00	6 00	16 20	120	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Shutesbury, -	16 00	10 50	5 00	3 50	7 00	11 00	400	1	11	75	950 00	-	-	-	-	-	-	-	-	-	-	-
Sunderland, -	24 50	12 66	6 00	5 15	7 51	18 50	9 25	-	-	-	-	4	4	6	17	-	4	6	200	12	-	-
Warwick, -	20 64	9 85	5 39	3 88	5 25	15 25	116 50	-	-	-	-	3	3	5 1/2	73	-	3	5 1/2	500	30	-	-
Wendell, -	18 00	9 73	4 00	3 64	6 09	14 00	45	-	-	-	-	2	2	3	70	-	2	3	700	42	-	-
Whateley, -	21 40	11 00	6 00	5 00	6 00	15 40	198	-	-	-	-	6	6	12 1/2	120	-	6	12 1/2	-	-	-	107 00
Total, -	20 75	10 91	5 86	4 72	6 19	14 89	6300 50	7	75	249	3630 00	47	75	852	1986 93	7594 33	436 82	852	1986 93	7594 33	436 82	578 90



Savoy, -	915	120,311 00	9	262	279	184	187	302	13	53	24.21	15.21	40.14	-	9	7	1
Sheffield, -	2,322	631,882	13	473	601	305	400	632	32	27	63.21	40.21	113.14	-	12	10	4
Stockbridge, -	1,992	469,427	8	335	371	264	253	583	24	33	36.7	31	67.7	-	10	7	3
Tyringham, -	1,477	251,598	14	328	379	214	249	360	-	40	47	38.7	85.7	-	13	7	0
Washington, -	991	133,853	7	197	165	129	112	197	10	20	53.14	18.14	42	-	8	3	4
W. Stockbridge, -	1,448	289,313	7	301	269	190	194	328	23	15	28	22.21	50.21	-	4	0	3
Williamstown, -	2,153	547,740	14	387	464	245	303	676	-	-	53	42.7	95.7	-	13	13	1
Windsor, -	897	194,223	10	216	202	159	151	220	-	30	34.7	18.21	53	-	10	8	.
Total, -	40,583	9,304,779 76	259	8028	9134	5486	6260	10832	407	794	4.1	3.2	7.3	1	250	1183	614

## BERKSHIRE COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of schools, including teachers, board & fuel.	Amount of board and fuel, if any, contributed for public schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Schol-ars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Schol-ars.	Aggregate paid for tuition.	Income from same.	Income of Surplus Revenue appropriated to Schools.	
	Average value of board per month.		Average wages per month, exclusive of board.																
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.													
Adams, -	\$20 76	\$11 41	\$6 60	\$5 08	\$14 16	\$6 33	\$1428 75	\$280 54	1	3	25	\$75 00	9	35	180	\$660 00	-	\$273 63	-
Alford, -	19 38	8 66	6 00	5 00	13 38	3 66	303	103	-	-	-	-	2	24	49	26	-	72 00	\$129 52
Becket, -	23 50	11 14	8 00	6 00	15 50	5 14	400	479 50	-	-	-	-	1	11	10	17	\$1200 00	-	-
Cheshire, -	18 33	9 59	5 14	4 11	13 19	5 48	400	244	-	-	-	-	9	17½	124	184 95	-	-	-
Clarksburg, -	16 00	9 05	6 00	4 83	10 00	4 22	284	184	-	-	-	-	1	2	22	24	293 00	17 58	-
Dalton, -	24 00	12 40	8 00	6 00	16 00	6 40	698	236	-	-	-	-	2	6	50	112	-	-	-
Egremont, -	23 20	12 30	7 00	6 00	16 20	6 30	848	-	1	6	18	135 00	1	6	31	200	-	-	-
Florida, -	17 00	9 28	6 00	5 00	11 00	4 28	200	172 50	-	-	-	-	2	4	10	16	189 67	11 38	-
Gt. Barrington, -	22 00	13 93	7 07	6 00	14 93	7 93	1050	-	1	6	40	320 00	2	10	30	500	960 71	57 64	-
Hancock, -	12 50	8 50	5 54	4 33	6 96	4 17	300	-	-	5½	33	63	2	5½	33	63	200 00	12 00	64 00
Hinsdale, -	22 80	13 94	8 00	7 00	14 80	6 94	400	285	-	-	-	-	2	4	20	37 34	-	82 00	-
Lanesborough, -	20 60	13 50	7 00	7 00	13 60	6 50	400	583 50	-	-	-	-	3	30	67	1250	1887 16	103 23	-
Lee, -	25 44	12 70	8 00	6 00	17 44	6 70	954	500	-	-	-	-	3	25	52	930	1608 00	96 50	-
Lenox, -	22 20	12 76	6 00	6 00	16 20	6 76	500	400 50	1	10½	58	900 00	1	10½	18	180	-	-	-
Mt. Washington, -	20 00	11 37	7 00	6 00	13 00	5 37	150	106	-	-	-	-	2	2½	52	38 33	100 00	6 00	-
New Ashford, -	20 62	10 50	6 00	5 00	14 62	5 50	100	101	-	-	-	-	2	1	32	14	-	-	34 58
N. Marlborough, -	20 40	9 63	5 00	4 00	15 40	5 63	600	417	-	-	-	-	1	3	15	45	5472 11	328 36	-
Otis, -	22 33	11 93	8 00	6 00	14 33	5 93	450	490	-	-	-	-	1	6	-	-	-	-	-
Peru, -	20 50	11 22	7 00	6 00	13 50	5 22	300	324	-	-	-	-	1	1	11	4	370 33	22 22	-
Pittsfield, -	23 12	12 27	6 00	5 85	17 12	6 42	1600	350	-	-	-	-	4	36	95	1400	1600 00	100 00	-
Richmond, -	No Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sandisfield, -	20 13	10 65	5 88	5 16	14 25	5 49	600	630	-	-	-	-	2	6	42	126	1200 00	72 00	-

## SCHOOL RETURNS.

219

Savoy, - - -	18 42	10 42	6 00	5 00	12 42	5 42	400 00	51 70	-	-	-	4	2 1/2	94	24 00	1366 96	76 01	-
Shelford, - -	22 85	11 96	8 00	6 00	14 85	5 96	990	975	1	11 50	600 00	2	15	30	286	1639 07	98 24	-
Stockbridge, -	22 33	11 62	8 00	6 12	15 33	5 50	1000	368	-	-	-	7	60 1/2	111	2864 90	-	-	-
Tyringham, -	22 55	11 65	8 00	6 00	14 55	5 65	475	700	-	-	-	4	6 1/2	56	35 50	1233 38	74 00	177 25
Washington, -	21 00	13 00	8 00	8 00	13 00	5 00	300	378	-	-	-	-	-	-	-	-	-	-
W. Stockbridge, -	20 00	12 72	7 60	5 72	12 40	7 00	450	300	-	-	-	1	4 1/2	25	112	-	-	183 94
Williamstown, -	20 61	11 46	6 77	5 46	13 84	6 00	900	650	-	-	-	5	39	79	465	850 00	51 00	-
Windsor, - - -	17 87	9 56	6 00	5 00	11 87	4 56	325	316 25	-	-	-	-	-	-	-	835 00	50 10	-
Total, - - -	20 73	11 35	6 81	5 64	13 92	5 71	16905 75	9625 49	5	36 1/2	191 2030 00	75	342 1/2	1336	9705 02	20905 34	1003 80	559 50

## NORFOLK COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.		Males.
Bellingham,	1,055	\$272,850	9	240	241	182	188	265	19	21	27.24	21.14	49.10	-	9	4	3
Braintree, -	2,168	531,786	8	454	493	319	334	577	24	33	31.14	21.14	53	1	8	8	1
Brookline, -	1,365	743,963	5	156	173	107	125	245	12	11	24	20	44	1	4	3	3
Canton, -	1,995	562,028	7	365	457	281	357	475	20	14	30.7	29.7	59.14	-	7	2	5
Cohasset, -	1,471	306,717	8	282	403	230	314	409	10	31	30.17	22.7	52.24	-	5	5	2
Dedham, -	3,290	1,218,548	11	499	717	370	542	734	27	45	48.21	52.14	101.7	-	11	10	5
Dorchester, -	4,875	1,691,245	16	937	1009	572	632	1059	64	37	96	96	192	6	11	7	10
Dover, -	520	192,309	4	94	140	70	104	139	8	11	13	12	25	-	4	4	-
Foxborough, -	1,298	260,578	8	313	374	228	295	331	26	31	25	20.14	45.14	-	8	7	1
Franklin, -	1,717	417,078	10	338	442	255	295	380	16	24	25	25.7	50.7	-	9	7	3
Medfield, -	883	229,174	3	124	181	100	143	174	7	13	11.14	9.21	21.7	-	3	3	2
Medway, -	2,043	492,325	8	402	513	297	391	460	31	60	30.7	25.7	55.14	-	8	8	1
Milton, -	1,922	663,247	5	54	440	33	228	409	27	10	26	30	56	3	3	4	1
Needham, -	1,488	363,056	6	336	405	232	287	379	35	25	25.21	24.7	50	-	6	6	5
Quincy, -	3,486	912,105	9	828	836	453	490	888	30	4	51	48	99	5	6	6	5
Randolph, -	3,213	787,015	10	710	756	419	452	950	62	58	54.7	40.7	94.14	3	8	9	20
Roxbury, -	9,069	3,257,503	20	1290	1351	1010	1051	1975	8	17	116	120	236	7	19	8	-
Sharon, -	1,076	310,461	5	202	266	140	207	250	14	46	18	17.14	35.14	-	5	5	2
Stoughton, -	2,142	389,888	9	487	502	324	345	571	30	25	35	31	66	1	8	7	5
Walpole, -	1,491	398,479	6	282	382	228	308	398	14	10	22.14	22.7	44.21	-	6	5	1
Weymouth, -	3,738	868,081	10	883	958	536	618	1099	47	47	54.17	28.21	83.10	-	10	8	5
Wrentham, -	2,915	634,091	17	566	633	421	496	782	41	39	57.14	42	99.14	-	16	10	5
Total, -	53,140	15,522,527	194	9842	11672	6807	8202	12949	572	612	4.11	3.26	8.9	27	174	136	75

# SCHOOL RETURNS.

221

## NORFOLK COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of Schools, including teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of School-ais.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to protect Comm. Schools.	Aggregate of months kept.	Average No. of School-ais.	Aggregate paid for tuition.	Amount of Local Funds.	Income from same.	Income of Pupils kept same appropriated to Schools.
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.													
Bellingham,	\$24 62	\$13 00	\$7 75	\$4 95	\$16 87	\$8 05	\$700 00	-	-	3	33	\$125 00	1	134	130	\$370 06	\$418 17	\$25 04	-
Braintree,	31 10	15 09	8 92	5 81	22 18	9 28	1200	-	-	234	221	633 70	6	354	190	918 91	5000	2 50	-
Brookline,	36 00	12 50	13 00	6 00	23 00	6 50	1150	-	-	48	44	1552 74	4	4	-	-	4501 74	270 10	-
Canton,	34 50	20 36	7 00	5 86	27 50	14 50	1200	-	-	-	-	-	-	-	-	-	-	-	-
Cohasset,	34 00	7 37	10 20	3 00	23 80	4 37	900	-	-	-	-	-	-	-	-	-	-	-	-
Dedham,	36 05	14 37	10 55	6 05	25 50	8 32	3000	-	-	-	-	-	-	-	-	-	-	-	-
Dorchester,	36 30	17 75	12 57	7 09	23 73	10 66	5200	\$72 00	-	71	118	2030	8	71	118	13 10	3061 62	2389 70	\$52 50
Dover,	24 35	11 36	8 10	5 30	16 25	6 06	400	-	-	1	18	108	2	6	90	108	-	-	-
Foxborough,	28 00	13 81	8 15	6 06	19 85	7 75	800	-	-	6	25	175	1	1	1	-	-	-	-
Franklin,	24 85	12 75	7 14	5 55	17 71	7 20	1000	-	-	6	25	175	1	1	1	-	-	-	-
Medfield,	31 33	12 00	8 33	6 00	23 00	6 00	275	-	-	1	1	-	1	1	1	-	-	-	-
Medway,	30 12	12 19	8 12	5 19	22 00	7 00	1000	-	-	15	131	710	3	15	131	710	2500	200	-
Milton,	34 66	15 66	10 00	7 33	24 66	8 33	2000	-	-	11	30	\$600 00	1	164	88	338 92	200	12	-
Needham,	30 83	12 83	9 33	5 62	21 50	7 21	1050	-	-	1	60	700 00	4	204	186	287 53	1500	90	60 00
Quincy,	30 54	13 06	10 71	6 17	19 83	8 89	3063	-	-	180	415	11000	6	180	415	11000	367 92	2232 99	-
Randolph,	29 54	14 06	8 54	5 81	21 00	8 25	2000	105 82	1	11	60	700 00	8	204	186	287 53	600	36	-
Roxbury,	58 41	16 67	15 00	8 00	43 41	8 67	8345 82	-	-	2	-	-	15	2	-	-	367 92	2232 99	-
Sharon,	36 47	13 66	8 27	5 46	26 20	8 20	600	-	-	2	-	-	2	2	-	-	2718	163 08	131 20
Stoughton,	32 00	14 00	8 00	5 75	24 00	8 25	1200	-	-	26	-	-	4	26	-	-	-	-	-
Walpole,	30 56	15 28	8 16	6 00	22 40	9 28	1000	-	-	14	-	-	2	14	-	-	-	-	-
Weymouth,	36 25	15 63	10 12	5 48	26 13	10 15	2500	-	-	55	-	-	-	-	-	-	-	-	-
Wrentham,	26 59	13 19	6 64	5 46	19 95	7 73	1500	-	-	10	17	549 72	-	-	-	-	3000	-	-
Total,	32 59	13 93	9 30	5 81	23 29	8 12	40633 82	177 82	3	32 107	1849 72	81	6054	2181	21285 06	1849 72	461 96	422 70	-



## BRISTOL COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the of the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.				NUMBER OF TEACHERS.				
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.			
														Males.	Females.	Males.	Females.		
Attleborough, -	3,585	\$800,684 00	23	-	926	-	699	955	29	49	-	67.10	67.10	-	-	-	-	13	12
Berkley, -	886	170,514 34	7	48	253	30	194	223	7	34	2	20.10	22.10	1	6	1	1	6	1
*Dartmouth, -	4,135	1,043,713 50	28	907	1032	534	629	1267	76	62	88.21	76.7	165	-	26	24	26	24	3
Dighton, -	1,378	348,087	11	183	374	132	260	344	13	52	29.21	35.14	65.7	-	7	11	7	11	-
Easton, -	2,074	421,385	10	518	536	360	387	578	-	-	33	23.14	56.14	-	10	9	10	9	1
Fairhaven, -	3,951	1,547,771 30	17	613	658	400	437	1075	22	49	74	66	140	-	18	13	18	13	5
Fall River, -	6,738	2,552,121	22	1276	1369	680	723	1916	96	14	103	93.14	196.14	4	18	10	18	10	13
Freetown, -	1,772	387,783 50	12	100	523	79	339	523	12	60	9.7	32.7	41.14	-	3	9	3	9	2
Mansfield, -	1,382	295,270	8	250	353	188	274	377	15	20	17.7	15.7	32.14	-	6	6	6	6	1
New Bedford, -	12,087	6,149,520	22	1467	1542	1155	1263	2734	18	47	114	121	235	9	31	10	31	10	30
Norton, -	1,545	578,670	8	308	419	218	284	344	16	61	18.12	25.10	43.22	-	8	4	8	4	5
Pawtucket, -	2,184	539,689	5	-	414	-	240	730	6	5	-	35.14	35.14	-	-	2	2	2	5
Raynham, -	1,329	264,412	7	233	393	166	279	349	48	55	20	21.24	41.24	-	6	5	6	5	3
Rehoboth, -	2,169	482,043	22	392	570	291	397	542	36	60	43.7	45.7	88.14	-	16	9	16	9	11
Seekonk, -	1,996	401,433	14	411	469	278	330	522	43	35	53.21	49.14	103.7	-	14	8	14	8	6
Somerset, -	1,005	231,952	6	25	302	18	215	280	4	18	2	20.7	22.7	-	1	5	1	5	1
Swansey, -	1,484	359,889	10	-	411	-	301	413	9	11	-	32	32	-	-	10	-	10	-
Taunton, -	7,645	2,260,401 80	28	1171	1320	732	848	2091	57	96	89.21	82.21	172.14	2	26	24	26	24	5
Westport, -	2,820	658,355 40	20	568	590	350	399	691	60	42	93	78.9	171.9	2	17	20	17	20	1
Total, -	60,164	19,493,685 84	280	8470	12454	5611	8498	15954	567	770	2.23	3.10	6.5	18	208	198	208	198	105

\* The entry, as to the length of the Public and Private Schools in Dartmouth, is probably not exactly correct. The committee of that town having failed, during the last, as for several preceding years, to make the proper distinctions between the Public Schools and the schools kept to prolong them, it has been necessary to make a new computation on such data as the return afforded.

## BRISTOL COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Schol. at.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to protect Com. Schools.	Aggregate of months kept.	Average No. of Schol. at.	Aggregate paid for tuition.	Amt. of Local Funds.	Income from same.	Income of Surplus Rev. appropriated to Schools.	
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.														
Attleborough, -	\$25 88	\$13 77	\$7 15	\$5 58	\$18 73	\$8 19	\$1596 46	\$109 00	-	-	-	-	24	914	25	\$1360 00	-	\$50 00	-	
Berkley, -	26 00	15 50	6 67	5 50	19 33	10 00	500	-	-	-	-	-	3	9	-	-	-	-	-	
*Dartmouth, -	25 75	13 08	8 25	4 88	17 50	8 20	1888 54	877 25	-	-	-	-	33	67	70	813 25	-	-	\$171 00	
Dighton, -	25 24	11 43	7 63	5 48	17 61	5 95	550	191	-	-	-	-	2	2	26	40	-	-	-	
Easton, -	26 79	12 19	7 27	4 79	19 52	7 40	1000	-	-	-	-	-	2	10	-	150	-	-	-	
Fairhaven, -	26 86	14 11	9 11	5 67	19 77	8 44	2500	400 00	-	-	-	-	4	48	100	1570	-	-	-	
Fall River, -	33 30	13 88	9 10	5 94	24 20	7 94	4500	-	-	-	-	-	2	214	57	900	-	-	-	
Freetown, -	28 00	15 36	7 77	5 23	20 23	10 13	805 50	50 00	-	-	-	-	10	42	225	405	-	-	-	
Mansfield, -	27 33	13 99	7 33	5 40	20 00	8 59	640 90	-	-	-	-	-	2	14	34	12	\$1000 00	60 00	-	
New Bedford, -	54 16	18 49	15 10	6 81	39 06	11 68	13500	-	1	12	72	\$2307 00	29	306	630	5050	-	-	-	
Norton, -	23 40	12 14	6 00	4 43	17 40	7 71	800	-	1	10	50	1000 00	3	74	87	56	-	-	-	
Pawtucket, -	27 50	14 00	8 50	5 60	19 00	8 40	1000	-	1	9	35	500 00	-	-	20	157 75	-	-	189 00	
Raynham, -	26 00	10 94	6 40	4 44	19 60	6 50	600	269 00	-	-	-	-	-	184	20	157 75	-	-	189 00	
Rehoboth, -	21 05	12 05	6 00	5 00	15 05	7 05	800	200 00	-	-	-	-	7	84	140	70	-	14 73	220 00	
Seekonk, -	26 62	13 69	7 75	5 57	18 87	8 12	900	200 00	-	-	-	-	7	16	35	450	-	-	220 00	
Somerset, -	28 60	12 00	8 40	6 00	20 20	6 00	500	88 00	-	-	-	-	7	26	140	289	-	-	-	
Swansey, -	26 60	-	9 00	-	17 60	-	618 75	288 00	-	-	-	-	8	24	169	198	-	-	-	
Taunton, -	27 58	11 41	8 79	5 20	18 79	6 21	3750	175 00	1	10	79	1780 92	16	192	475	3000	-	-	-	
Westport, -	24 47	12 47	7 79	4 88	16 68	7 59	1364	1440 00	-	-	-	-	-	-	-	-	-	-	-	
Total, -	28 06	13 36	8 10	5 36	19 96	8 00	37814 15	4087 25	4	41236	5587 92	157	157	892	2223	14521 00	1245 73	124 73	1245 73	770 00

\* See Note on preceding page.

## PLYMOUTH COUNTY.

TOWNS.	Popu- lation.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.				NUMBER OF TEACHERS.			
											Total. Mos. Days.	Winter. Mos. Days.	Summer. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.								Males.	Females.	Males.	Females.
Abington, -	3,214	\$491,876	10	796	768	508	521	980	-	-	81.7	26	55.7	81.7	1	9	10	-
Bridgewater, -	2,131	528,600	13	438	481	320	364	515	27	41	78.21	29.21	49	78.21	-	13	13	2
Carver, -	995	192,694	7	218	236	169	171	277	12	37	36	16.14	19.14	36	-	7	5	1
Duxbury, -	2,798	713,667	11	581	679	351	482	704	30	58	97.14	43.7	54.7	97.14	-	11	11	-
E. Bridgewater, -	1,950	343,493	8	462	508	324	353	543	45	37	48	19	29	48	1	8	8	1
Halifax, -	734	150,193	5	146	181	102	132	164	5	12	32	16.7	15.21	32	-	5	4	1
Hanover, -	1,488	321,187	8	357	376	239	250	447	28	9	60	23	37	60	-	8	6	2
Hanson, -	1,040	234,420	7	240	236	171	169	316	11	20	35.14	13.21	21.21	35.14	-	7	4	1
Hingham, -	3,564	812,613	6	664	704	475	506	848	-	-	64	26	38	64	1	10	5	4
Hull, -	231	58,124	1	27	39	22	32	43	-	5	7.14	3.14	4	7.14	-	1	1	-
Kingston, -	1,440	398,488	7	265	312	179	216	361	18	18	51	27.7	23.21	51	1	6	4	3
Marshfield, -	1,761	448,473	8	404	461	261	323	483	26	40	65.14	30.7	35.7	65.14	1	8	7	1
Middleborough, -	5,085	1,042,357	40	1082	1270	802	893	1324	62	138	294	122.7	171.21	294	-	39	30	8
N. Bridgewater, -	2,616	423,514	11	597	597	364	379	713	20	30	90.21	34.21	56	90.21	1	11	11	1
Pembroke, -	1,258	302,260	8	259	296	167	207	315	23	23	67.21	30	37.21	67.21	-	8	4	4
Plymouth, -	5,281	1,598,880	34	1263	1268	858	856	1492	40	43	304.21	134.14	170.7	304.21	4	29	13	22
Plympton, -	834	174,124	6	170	202	122	155	235	6	32	49	20.7	28.21	49	-	6	6	1
Rochester, -	3,864	750,693	23	210	1021	168	752	964	44	162	82.24	66.14	16.10	82.24	-	6	17	8
Scituate, -	3,886	899,380	21	895	980	638	752	1017	35	58	175.21	74.7	101.14	175.21	-	21	14	7
Wareham, -	2,002	518,290	10	457	528	303	356	625	27	26	65	28.21	36.7	65	-	10	6	5
W. Bridgewater, -	1,201	291,453	6	269	318	171	223	349	21	28	38.7	15.14	22.21	38.7	-	6	6	-
Total, -	47,373	10,694,719	250	9800	11461	6774	8102	12665	480	817	7.9	3.6	4.3	7.9	10	229	185	72

# SCHOOL RETURNS.

225

## PLYMOUTH COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of schools, including teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated, and Schools kept to private Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Income of Surplus Revenue appropriated to Schools.	Income from same.	Amt. of Local Funds.	
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.														
Abington, -	\$33 78	\$15 79	\$8 23	\$5 57	\$25 55	\$10 22	\$2000 00	-	-	1	104	\$459 00	-	6	300	\$72 00	-	-	-	
Bridgewater, -	27 58	12 15	7 08	4 92	20 50	7 23	1000	\$250 00	-	-	-	-	-	6	102	180 31	-	-	-	
Carver, -	29 60	11 04	7 80	5 57	21 80	5 47	350	-	-	-	-	-	3	8	100	50	-	-	-	
Duxbury, -	36 81	15 03	9 63	5 61	27 18	9 42	2500	26 00	1	7	83	700 00	4	4	115	480	-	-	-	
E. Bridgewater, -	30 43	15 50	8 12	5 35	22 31	10 15	1200	25 50	1	7	83	700 00	4	4	115	112	\$247 15	-	-	
Halifax, -	24 25	10 00	6 75	4 50	17 50	5 50	500	-	-	-	-	-	2	4	60	115 20	-	-	\$200 00	
Hanover, -	27 66	12 66	6 83	4 22	20 83	8 44	1000	13 00	1	10	28	450 00	3	4	50	37	-	-	-	
Hanson, -	29 50	13 70	7 00	4 84	22 50	8 86	700	-	-	-	-	-	7	39	155	516	*3328 38	\$464 38	-	
Hingham, -	33 06	14 00	9 90	5 91	23 16	8 09	2418 94	-	-	1	12	87	1125 00	7	39	155	516	-	-	-
Hull, -	25 67	10 00	8 67	4 00	17 00	6 00	130	-	-	-	-	-	-	11	56	130	475	-	-	-
Kingston, -	33 39	9 31	7 58	3 37	25 81	5 94	1000	-	-	-	-	-	4	5	100	40	-	-	-	
Marshfield, -	27 71	11 43	7 14	4 27	20 57	7 16	1050	-	-	-	-	-	4	11	80	140	-	-	-	
Middleborough, -	27 01	12 38	6 81	5 62	20 20	6 76	3125	1325 00	1	12	50	830 00	4	11	80	140	-	-	-	
N. Bridgewater, -	29 75	12 30	7 84	5 09	21 91	7 21	1500	-	-	-	-	-	6	404	139	688 50	-	-	235 54	
Pembroke, -	27 65	10 84	7 40	4 34	20 25	6 50	1000	-	-	-	-	-	3	18	70	418	-	-	-	
Plymouth, -	32 35	13 43	8 92	6 25	23 43	7 18	5500	686 00	-	-	-	-	11	124	225	2134	-	-	-	
Plympton, -	21 97	11 76	8 00	6 00	13 97	5 76	500	145 45	-	-	-	-	4	124	81	85 40	-	-	-	
Rochester, -	28 10	15 11	8 02	5 44	20 08	9 67	1800	90 00	-	-	-	-	19	120	457	1796	-	-	-	
Scituate, -	30 02	12 44	8 31	4 25	21 71	8 19	3000	-	-	-	-	-	-	-	-	-	-	-	-	-
Wareham, -	30 36	13 86	9 11	6 25	21 25	7 61	1000	151 55	-	-	-	-	10	31	241	499	-	-	-	
W. Bridgewater, -	26 45	10 21	6 79	4 21	19 66	6 00	700	35 50	-	-	-	-	4	74	51	93	-	-	-	
Total, -	29 19	12 52	7 90	5 03	21 29	7 49	31973 94	2748 00	5	514	275	3564 00	102	5184	2336	7911 41	9871 07	482 11	1261 00	

\* This sum is answered in the "Return" as "an undivided For and School Fund."

## BARNSTABLE COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the of the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.				NUMBER OF TEACHERS.			
				In Sum-mer.		In Win-ter.					Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.		
				In Sum-mer.	In Win-ter.	Males.	Females.							Males.	Females.			
Barnstable,	4,301	\$785,856	22	253	1180	162	862	1171	50	96	39	68	107	-	9	18	7	
Brewster,	1,522	211,275	6	302	366	209	267	454	45	36	27	17	44	1	5	5	1	
Chatham,	2,334	285,962	12	545	596	357	401	735	45	80	81	40.14	121.14	-	12	12	-	
*Dennis,	2,942	423,279	14	541	600	438	509	825	40	91	103	41	144	-	14	12	2	
Eastham,	955	127,764	6	222	350	137	236	300	25	40	24.7	17.7	41.14	-	6	6	-	
Falmouth,	2,589	682,998	18	449	640	332	496	738	36	66	59	55	114	-	15	13	5	
*Harwich,	2,930	238,932	14	681	959	412	588	982	39	130	72.14	41.7	113.21	-	12	14	1	
Orleans,	1,974	173,335	9	463	658	306	442	598	27	45	28.7	27.24	56.3	1	8	8	1	
Provincetown,	2,122	423,050	8	402	552	309	435	535	5	59	18.14	22.14	41	-	9	7	3	
Sandwich,	3,719	783,723	21	341	920	248	657	1137	-	15	32.7	67.21	100	-	8	16	5	
Truro,	1,920	130,491	9	519	507	419	459	610	-	140	43.14	27	70.14	-	11	11	-	
Wellfleet,	-	-	No	Return	from	School	Com- mittee.	683	27	70	28.7	26	54.7	-	9	12	-	
Yarmouth,	2,554	465,466	12	356	569	277	438	683	-	-	-	-	-	-	-	-	-	
Total,	30,171	4,737,131	151	5080	7897	3606	5790	8818	339	868	3,19	2,27	6.18	2	118	134	25	

\* The entries against Dennis and Harwich must be, to no inconsiderable extent, incorrect. The Public Schools, and the schools kept to prolong them, are blended together in the Returns, and no clew is furnished by which they can be separated.

# SCHOOL RETURNS.

227

## BARNSTABLE COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.		Average No. of Schol. att.	Aggregate paid for tuition.		No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Schol. att.	Aggregate paid for tuition.	Income from same.	Income of Supplies & other sources appropriated to Schools.
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.				Aggregate of months kept.	Average No. of Schol. att.		Aggregate paid for tuition.	Average No. of Schol. att.						
Barnstable,	\$30 27	\$12 07	\$8 25	\$4 44	\$22 02	\$7 63	\$2000	\$24 00	-	-	-	-	-	520	954	20	954	520	\$500 00	\$500 00
Brewster,	-	28 60	9 60	3 60	20 60	6 00	600	-	-	-	-	-	-	226	222	9	222	226	-	-
Chatham,	-	29 66	10 95	4 08	21 66	6 87	1000	800 00	1	10	25	\$400 00	-	-	-	-	-	-	-	-
*Dennis,	-	22 91	10 21	6 58	4 00	16 33	1035	-	-	-	-	-	-	-	-	3	-	-	-	-
Eastham,	-	26 67	7 00	3 00	19 67	4 00	400	221 00	-	-	-	-	-	-	-	4	28	-	\$1400 00	-
Falmouth,	-	29 15	12 26	7 77	4 80	21 38	1200	250 00	1	12	34	600 00	-	-	-	60	350	-	-	-
*Harwich,	-	24 54	8 18	3 94	20 36	5 58	1300	158 33	-	-	-	-	-	-	-	3	55	-	-	-
Orleans,	-	30 00	10 00	6 00	22 00	4 00	900	-	-	-	-	-	-	-	-	8	30	-	-	-
Provincetown,	-	32 03	13 94	5 46	24 03	8 48	2108	150 00	1	12	30	600 00	-	-	-	30	400	-	-	-
Sandwich,	-	28 00	11 10	6 00	22 00	7 10	800	450 00	1	12	45	540 00	-	-	-	12	110	-	-	-
Truro,	-	No Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wellfleet,	-	30 16	12 29	8 33	5 07	21 83	1200	170 00	-	-	-	-	-	-	-	80	31	-	-	-
Yarmouth,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total,	28 36	10 59	7 64	4 35	20 72	6 24	13543	2223 33	4	46	134	2140 00	7387 40	1845	87	3894	1400 00	84 00	1565 80	1565 80

\* See Note on preceding page.

DUKES COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.				Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.				NUMBER OF TEACHERS.			
				In Sum- mer.		In Win- ter.		In Sum- mer.	In Win- ter.				SUMMER.		WINTER.					
				Males.	Females.	Males.	Females.						Males.	Females.						
Chilmark, -	702	\$296,123	4	-	146	-	106	156	10	15	-	10.21	10.21	-	-	4	-			
Edgartown, -	1,736	480,607	7	193	290	156	216	477	7	26	13	26	39	2	3	6	3			
Tisbury, -	1,520	330,613	6	108	271	70	180	423	20	15	7.10	15.21	23.3	1	2	4	3			
Total, -	3,958	1,107,343	17	301	707	226	502	1056	37	56	1.6	3.2	4.8	3	5	14	6			

NANTUCKET COUNTY.

Nantucket, -	9,012	\$6,074,374	12	1107	1122	998	1013	2031	-	2	72	72	144	5	22	5	22
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## DUKES COUNTY—Continued.

TOWNS.	Average wages paid per month, including board.		Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Schol. att.	Aggregate paid for tax.	No. of unincorp. Academies, Private Schools and Schools kept to prevent Comp. Schools.	Aggregate of months kept.	Average No. of Schol. att.	Aggregate paid for tax.	No. of Local Funds.	Total from same.	Total of Dukes Co. 1903
	To Males.	To Females.	Of Males.	Of Females.	Of Males.	Of Females.													
Chilmark, -	\$29 66	-	\$8 00	-	\$21 66	-	\$400 00	-	-	-	-	-	4	104	623	\$111 00	-	-	-
Edgartown, -	22 16	\$13 66	8 33	\$6 67	13 83	7 00	1100 00	\$20 00	-	-	-	-	7	46	1363	1047 50	-	-	-
Tisbury, -	26 06	13 20	8 40	5 20	17 66	8 00	425 00	-	1	11	40	\$550 00	8	34	177	124 00	-	-	\$149 47
Total, -	25 96	13 43	8 26	5 93	17 70	7 50	1925 00	20 00	1	11	40	550 00	19	194	873	1700 50	-	-	149 47

## NANTUCKET COUNTY—Continued.

Nantucket, -	64 00	14 80	11 20	8 00	52 80	6 80	8725 00	-	1	12	70	1350 00	26	312	631	6456 00	-	-	-
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## RECAPITULATION.

COUNTIES.	Number of towns which have made returns.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the county.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	Average length of the term of the Schools.		No. of Teachers, including Summer and Winter terms.		Average wages paid per month, in- cluding board.		
					In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.			
Suffolk, -	2	95,773	\$110,000,000	00	124	13,233	13,219	10,389	10,392	18,683	-	37	11.26	97	337	371	\$71 18	\$18 58
Essex, -	27	93,928	30,732,537	00	282	16,304	16,194	11,359	11,681	24,767	527	756	9. 1	250	371	371	28 75	11 58
Middlesex, -	46	106,611	37,592,082	00	412	21,245	24,274	15,894	18,335	26,290	1,425	1,792	7.27	353	573	573	32 18	13 02
Worcester, -	55	95,313	29,804,316	00	554	20,323	25,761	14,720	19,488	24,709	1,696	2,903	5.23	435	686	686	25 38	11 59
Hampshire, -	23	30,897	7,298,351	00	208	6,070	7,919	4,630	6,236	8,522	431	582	6.20	136	298	298	22 41	11 79
Hampden, -	17	36,098	9,818,324	71	208	6,970	8,811	4,957	6,479	9,500	317	605	7.21	147	287	287	21 54	11 46
Franklin, -	26	28,812	6,548,694	00	247	6,675	8,431	5,068	6,564	8,282	426	969	5.25	151	342	342	20 75	10 91
Berkshire, -	29	40,583	9,304,779	76	259	8,028	9,134	5,486	6,260	10,832	407	794	7.3	194	327	327	20 73	11 35
Norfolk, -	22	53,140	15,522,527	00	194	9,842	11,672	6,807	8,202	12,949	572	612	8. 9	163	249	249	32 59	13 93
Bristol, -	19	60,164	19,493,685	84	280	8,470	12,454	5,611	8,498	15,954	567	770	6. 5	216	313	313	28 06	13 36
Plymouth, -	21	47,373	10,694,719	00	250	9,800	11,461	6,774	8,102	12,665	480	817	7. 9	195	301	29 19	12 52	10 59
Barnstable, -	12	30,171	4,737,131	00	151	5,080	7,897	3,606	5,790	8,818	339	868	6.18	136	143	28 36	10 59	10 59
Dukes County, -	3	3,958	1,107,343	00	17	301	707	226	502	1,056	37	56	4. 8	17	11	25 96	13 43	13 43
Nantucket, -	1	9,012	6,074,374	00	12	1,107	1,122	998	1,013	2,031	-	2	12	10	44	64 00	14 80	14 80
Aggregate, -	303	731,833	298,728,864	31	3198	133,448	159,056	96,525	117,542	185,058	7,224	11,563	7.18	2,500	4,282	32 22	12 78	12 78

# RECAPITULATION.

231

## RECAPITULATION—Continued.

COUNTIES.	Average value of board per month.		Average wages per month, exclusive of board.		Amount of money raised by taxes for the support of schools, including teachers, board & fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of School.	Aggregate paid for tuition.	No. of unincorporated Academies, Private Schools and Schools kept to prevent Com. Schools.	Aggregate of months kept.	Average No. of School.	Aggregate paid for tuition.	Amt of Local Funds.	Income from same.	Balance of Capital Repaid to State.
	Of Males.	Of Females.	Of Males.	Of Females.													
Suffolk, -	\$12 29	\$7 98	\$5 88	\$10 60	\$105,542 72	\$90 00	-	1,426	3,545	\$103,211 00	110	1,426	3,545	\$103,211 00	\$1,050 00	\$502 50	-
Essex, -	8 18	5 44	20 57	6 14	58,376 06	209 00	12	2,054	5,506	37,394 84	234	2,054	5,506	37,394 84	13,716 53	1,553 51	\$1,374 50
Middlesex, -	9 02	5 81	23 16	7 21	93,696 80	494 50	14	905	2,838	20,400 22	141	905	2,838	20,400 22	20,047 14	1,243 27	\$401 17
Worcester, -	6 86	5 17	18 52	6 42	56,876 84	1,391 34	8	894	347	5,513 65	130	894	347	5,513 65	12,125 03	775 31	\$75 52
Hampshire, -	6 48	5 38	15 93	6 41	18,181 52	5,305 82	8	754	574	7,898 00	51	1,174	1,138	9,106 75	5,455 07	227 34	\$94 73
Hampden, -	6 56	5 38	14 98	6 08	18,085 54	6,701 85	3	31	363	5,289 50	22	1,274	452	3,008 65	47,170 44	1,423 44	\$174 21
Franklin, -	5 86	4 72	14 89	6 19	14,451 75	6,300 50	7	75	249	3,690 00	47	1,214	852	1,988 93	7,514 33	451 42	\$74 90
Berkshire, -	6 81	5 64	13 92	5 71	16,805 75	9,625 49	5	364	191	2,020 00	75	342	1,348	9,705 02	20,105 34	1,423 40	\$54 50
Norfolk, -	9 30	5 81	23 29	8 12	40,063 82	177 82	3	32	107	1,849 72	81	605	2,181	21,213 06	18,191 13	4,076 33	\$23 70
Bristol, -	8 10	5 36	19 96	8 00	37,814 15	4,067 25	4	41	236	5,567 92	157	802	2,233	14,521 00	1,245 73	194 73	\$70 00
Plymouth, -	7 90	5 03	21 29	7 49	31,973 94	2,748 00	5	514	275	3,564 00	102	514	2,545	7,911 41	9,571 07	492 11	\$411 00
Barnstable, -	7 64	4 35	20 72	6 24	13,543 00	2,223 33	4	46	134	2,140 00	87	283	1,845	7,287 40	1,400 00	64 00	\$145 40
Dukes County, -	8 26	5 93	17 70	7 50	1,925 00	20 00	1	11	40	550 00	19	904	373	1,790 50	-	-	142 47
Nantucket, -	11 20	8 00	52 80	6 80	8,725 00	-	1	12	70	1,350 00	26	312	631	6,456 00	-	-	-
Aggregate, -	8 18	5 71	24 04	7 07	516,051 89	39,374 90	75	7,454	3805	57,287 79	1281	8,414	28,422	251,779 10	228,482 21	13,403 27	10,350 04



## A GRADUATED TABLE,

*Showing the comparative amount of money appropriated, by the different towns in the State, for the education of each child in the town, between the ages of 4 and 16 years.*

In preparing this Table, the Income of the Surplus Revenue, whenever appropriated for the support of the Public Schools, has been added to the amount of money granted by the town and raised by a direct tax;—the former being as really a contribution, as the latter, for the education of the children, and, like the latter, being expended for the benefit of all.

The amount voluntarily contributed for board and fuel is not included in the estimate. The considerations pertaining to this item fall under a different head. These contributions depend upon the will of the inhabitants of the several districts; and, of course, they fluctuate with that will. While, in some districts, much may be contributed,—in others, there will be but little; and, in others, nothing. So, too, these contributions vary greatly, from year to year, in the same district. Now as it is obvious that the only *sure* and *permanent* reliance of *all* the children in the town, for an education, is upon the town appropriations,—those modes of sustaining the schools which do not combine *permanence*, and *universality of advantages*, are greatly inferior in value. Still, however, such voluntary contributions modify the town's apparent liberality; and they are therefore exhibited in the table. They show what amount of money was expended, *in the town*, for Public Schools; but they do not show whether the children of all, or of only a few of the districts participated in its benefits.

Neither is the Income from Local Funds included in the estimate. These are usually the proceeds of donations which were not made for the purpose of relieving the towns from a pecuniary burden; but for the purpose of increasing the educational advantages of the children;—not to be subtracted from, but added to, what the town would otherwise grant. No mention, therefore, is made, in this connection, of the Income from Local Funds.

Against the name of each town, at its left hand, is set, not only the No. which indicates its relative liberality, as compared with other towns in the State, in raising money for the support of Schools *for the year 1841-2*, but also the No. which indicated its relative standing for the preceding year,—that of 1840-1. It may thus be seen at a glance, in regard to any town, whether it has risen or fallen in the scale of merit, since the last year. For instances, Brighton which, in the last Abstract, was No. 37, in the present is No. 1; Boston, which was No. 2, is now No. 3, and so of all the rest.

For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
37	1	Brighton, -	\$6 27	\$2,000 00	.	.	319	.
3	2	Chelsea, -	5 81	3,500	.	.	602	\$90 00
2	3	Boston, -	5 64	102,042 72	.	.	18,081	.
4	4	Charlestown, -	5 38	14,600	.	.	2,716	.
10	5	Lowell, -	5 37	21,518 08	.	.	4,015	.
5	6	Medford, -	5 13	3,000	.	.	585	.
7	7	New Bedford, -	4 94	13,500	.	.	2,734	.
6	8	Dorchester, -	4 91	5,200	.	.	1,059	.
1	9	Milton, -	4 89	2,000	.	.	409	.
8	10	Brookline, -	4 69	1,150	.	.	245	.
9	11	Worcester, -	4 49	8,565	.	.	1,910	.
11	12	Northampton, -	4 36	4,070	.	.	934	150 00

## GRADUATED TABLE.

For 1940-41.	For 1941-42.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
17	13	Nantucket, -	\$4 30	\$8,725 00	.	.	2031	\$0 00
22	14	Roxbury, -	4 22	8,345 82	.	.	1975	.
12	15	Dedham, -	4 08	3,000	.	.	734	.
21	16	Watertown, -	4 01	1,700	.	.	424	.
30	17	Stoneham, -	3 90	900	.	.	231	.
15	18	Waltham, -	3 87	2,238 62	.	.	578	\$112 00
16	19	Duxbury, -	3 84	2,500	\$200 00	\$2700 00	704	.
19	20	New Braintree, -	3 83	800	.	.	209	51 50
23	21	Cambridge, -	3 73	8,500	.	.	2280	.
26	22	Sherburne, -	3 71	925	.	.	249	.
24	23	Carlisle, -	3 69	500	.	.	136	.
20	24	Plymouth, -	3 69	5,500	.	.	1492	686 00
14	25	Bolton, -	3 58	934 84	.	.	261	.
31	26	Weston, -	3 52	1,000	.	.	284	.
185	27	Tewksbury, -	3 49	600	.	.	172	.
53	28	Quincy, -	3 45	3,063	.	.	888	.
27	29	Lexington, -	3 44	1,400	.	.	407	.
29	30	Concord, -	3 36	1,800	.	.	535	.
18	31	Boxborough, -	3 28	400	.	.	122	10 50
32	32	Russell, -	3 27	424 46	.	.	130	206 00
51	33	Dover, -	3 26	400	52 50	452 50	139	.
60	34	Hatfield, -	3 23	750	113 75	863 75	267	.
34	35	Chelmsford, -	3 20	1,200	.	.	375	.
81	36	Pembroke, -	3 17	1,000	.	.	315	.
44	37	Malden, -	3 16	2,000	.	.	633	.
41	38	Salem, -	3 13	12,182 66	.	.	3895	.
58	39	Auburn, -	3 11	500	.	.	161	.
63	40	Lincoln, -	3 10	520	88 50	608 50	196	.
28	41	Littleton, -	3 05	900	.	.	295	.
43	42	Halifax, -	3 05	500	.	.	164	25 50
54	43	Lancaster, -	3 03	1,400	.	.	462	.
13	44	Hull, -	3 02	130	.	.	43	.
55	45	Amesbury, -	2 99	1,576 80	.	.	527	.
42	46	Wayland, -	2 99	800	.	.	268	.
36	47	South Hadley, -	2 99	1,200	.	.	402	98 00
246	48	Egremont, -	2 99	848	.	.	284	.
49	49	Scituate, -	2 95	3,000	.	.	1017	.
25	50	Springfield, -	2 94	6,911 08	945 60	7856 68	2670	.
38	51	Needham, -	2 93	1,050	60	1110 00	379	.
50	52	South Reading, -	2 92	1,200	.	.	411	.
59	53	Sunderland, -	2 92	600	.	.	205	116 50
83	54	Sharon, -	2 92	600	131 20	731 20	250	.
82	55	Gloucester, -	2 91	4,400	700	5100 00	1755	.
275	56	Leyden, -	2 91	538	.	.	185	238 00
35	57	Hingham, -	2 85	2,418 94	.	.	848	.
117	58	Shirley, -	2 84	750	.	.	264	.
52	59	Middleborough, -	2 84	3,125	629 11	3754 11	1324	1325 00
74	60	Leicester, -	2 82	1,180	.	.	418	22 50
89	61	Billerica, -	2 81	1,000	117 37	1117 37	397	.
64	62	Kingston, -	2 77	1,000	.	.	361	.
56	63	Northborough, -	2 74	900	.	.	328	.
96	64	Newburyport, -	2 73	500	.	.	1832	.
164	65	Tyngsborough, -	2 70	700	.	.	259	15 00
33	66	Greenfield, -	2 70	1,300	.	.	481	379 00

## GRADUATED TABLE.

235

For 1840-41.	For 1841-2.	TOWNS.	Amount appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of schools.	Income of the Purvis Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
105	67	Granby, - -	\$2 69	\$700 00	\$95 00	\$795 00	285	\$251 25
72	68	Haverhill, - -	2 68	3,000	199 50	3199 50	1194	.
45	69	Bedford, - -	2 66	600	90 00	690 00	259	.
227	70	Alford, - -	2 66	303	.	.	114	103 00
73	71	West Cambridge, -	2 65	900	.	.	340	130 00
138	72	Montgomery, -	2 65	300	.	.	113	181 00
62	73	Athol, - -	2 64	1,200	.	.	454	.
70	74	Bellingham, - -	2 64	700	.	.	265	.
57	75	Danvers, - -	2 63	3,500	.	.	1322	200 00
112	76	Franklin, - -	2 63	1,000	.	.	320	.
176	77	Dalton, - -	2 59	698	.	.	270	296 00
104	78	Warren, - -	2 56	800	.	.	312	78 25
67	79	Webster, - -	2 56	1,000	.	.	391	.
48	80	Chilmark, - -	2 56	400	.	.	156	.
71	81	Stow, - -	2 55	600	.	.	235	.
85	82	Brookfield, - -	2 55	1,600	.	.	628	.
121	83	Shelburne, - -	2 55	700	.	.	274	400 00
66	84	Ipswich, - -	2 53	2,000	.	.	790	.
134	85	Paxton, - -	2 53	400	.	.	158	.
109	86	Sterling, - -	2 53	1,100	.	.	435	.
69	87	Lynnfield, - -	2 52	500	.	.	198	.
95	88	Canton, - -	2 52	1,200	.	.	475	.
155	89	Hardwick, - -	2 51	1,000	.	.	399	60 00
142	90	Phillipston, - -	2 51	550	.	.	219	19 75
86	91	Walpole, - -	2 51	1,000	.	.	398	.
92	92	Groton, - -	2 50	1,500	.	.	601	.
47	93	Holliston, - -	2 50	1,000	180 00	1180 00	472	.
119	94	Southbridge, - -	2 50	1,000	.	.	400	.
65	95	N. Bridgewater, -	2 49	1,500	276 20	1776 20	713	.
77	96	Charlton, - -	2 46	1,200	.	.	488	97 00
79	97	North Brookfield, -	2 46	1,000	.	.	407	30 00
115	98	Oakham, - -	2 46	700	.	.	285	62 00
76	99	Longmeadow, - -	2 46	830	.	.	338	566 34
116	100	Millbury, - -	2 44	1,200	.	.	492	40 00
99	101	Berlin, - -	2 42	450	.	.	186	.
91	102	Dudley, - -	2 42	800	.	.	331	144 50
68	103	Foxborough, - -	2 42	800	.	.	331	.
173	104	Stoughton, - -	2 42	1,200	180 00	1380 00	571	.
40	105	Rutland, - -	2 39	800	.	.	335	33 00
46	106	Framingham, - -	2 38	2,000	.	.	842	.
75	107	Marshfield, - -	2 38	1,050	99 71	1149 71	483	.
61	108	Saugus, - -	2 37	800	.	.	337	.
101	109	Warwick, - -	2 37	700	.	.	205	45 00
88	110	Plympton, - -	2 37	500	55 98	555 98	235	145 45
94	111	Leominster, - -	2 35	1,185	.	.	505	5 00
87	112	Fall River, - -	2 35	4,500	.	.	1916	.
122	113	Dunstable, - -	2 33	350	.	.	150	.
120	114	Southborough, - -	2 33	700	.	.	301	.
106	115	Fairhaven, - -	2 33	2,500	.	.	1075	400 00
143	116	Norton, - -	2 33	800	.	.	344	.
150	117	New Ashford, - -	2 32	100	34 58	134 58	58	101 00
156	118	Manchester, - -	2 31	790	.	.	342	100 00
144	119	Edgartown, - -	2 31	1,100	.	.	477	20 00
183	120	Newbury, - -	2 30	2,375	.	.	1031	40 00

## GRADUATED TABLE.

For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
39	121	Newton, -	2 30	\$2,000 00	.	.	871	.
267	122	Rowley, -	2 29	400	.	.	175	.
171	123	Sandwich, -	2 29	2,108	\$498 00	\$2606 00	1137	\$150 00
168	124	Lynn, -	2 28	5,600	.	.	2454	.
97	125	Templeton, -	2 27	1,000	.	.	441	.
98	126	Greenwich, -	2 27	500	.	.	220	.
202	127	Weymouth, -	2 27	2,500	.	.	1099	.
93	128	Reading, -	2 26	1,300	.	.	576	.
84	129	Burlington, -	2 25	250	60	310 00	138	.
78	130	Becket, -	2 24	400	129 52	529 52	237	479 50
174	131	Berkley, -	2 24	500	.	.	223	.
127	132	Hanover, -	2 24	1,000	.	.	447	.
90	133	Ashby, -	2 23	600	70 30	670 30	300	.
118	134	Hadley, -	2 22	1,200	.	.	541	165 00
108	135	Hanson, -	2 22	700	.	.	316	13 00
123	136	Westminster, -	2 21	1,000	.	.	452	.
128	137	E. Bridgewater, -	2 21	1,200	.	.	543	26 00
131	138	Fitchburg, -	2 20	1,500	.	.	681	.
186	139	Cohasset, -	2 20	900	.	.	409	.
238	140	Mendon, -	2 18	2,000	415 29	2015 29	925	.
151	141	Westborough, -	2 18	900	.	.	412	.
207	142	Westhampton, -	2 18	461 52	.	.	212	300 00
111	143	Brimfield, -	2 18	950	.	.	436	280 00
232	144	Raynham, -	2 18	600	159 00	759 00	349	.
100	145	Methuen, -	2 17	1,200	.	.	553	33 00
124	146	Princeton, -	2 17	827	.	.	381	.
264	147	Clarksburg, -	2 17	284	.	.	131	184 00
187	148	Medway, -	2 17	1,000	.	.	460	.
146	149	Boylston, -	2 16	400	52 59	452 59	209	48 75
188	150	Pepperell, -	2 15	850	.	.	396	14 00
152	151	Harvard, -	2 15	900	.	.	418	.
178	152	Seekonk, -	2 15	900	220 00	1120 00	522	200 00
107	153	Abington, -	2 15	2,000	.	.	930	.
190	154	Acton, -	2 14	700	.	.	327	10 00
211	155	Milford, -	2 14	1,000	.	.	468	7 00
110	156	Winchendon, -	2 14	1,000	.	.	467	.
139	157	Salisbury, -	2 13	1,500	.	.	705	.
243	158	Dracut, -	2 13	1,200 10	200 00	1400 10	656	120 00
148	159	Barnstable, -	2 13	2,000	500 00	2500 00	1171	24 00
141	160	West Newbury, -	2 12	800	.	.	377	.
182	161	Southampton, -	2 12	600	.	.	383	344 00
147	162	*Ludlow, -	2 12	766	.	.	361	.
149	163	Boxford, -	2 11	500	.	.	237	.
136	164	Natick, -	2 11	700	.	.	232	.
244	165	Grafton, -	2 11	1,500	.	.	710	.
137	166	Randolph, -	2 11	2,000	.	.	950	105 82
163	167	Shrewsbury, -	2 10	800	.	.	381	.
114	168	Uxbridge, -	2 10	1,000	247 00	1247 00	595	.
154	169	Dighton, -	2 10	550	171 00	721 00	344	191 00
160	170	Plainfield, -	2 09	400	119 00	519 00	249	320 00
253	171	Woburn, -	2 08	1,500	.	.	721	.
213	172	Braintree, -	2 08	1,200	.	.	577	.
125	173	Lunenburg, -	2 07	800	.	.	386	.
159	174	Monroe, -	2 07	175	32 03	207 03	100	125 00

## GRADUATED TABLE.

237

For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
132 175		New Salem, -	\$2 07	\$800 00	.	.	386	\$200 00
133 176		Petersham, -	2 05	1,000	.	.	487	53 36
175 177		Barre, -	2 04	1,300	.	.	636	194 75
165 178		Essex, -	2 03	900	.	.	443	12 00
161 179		Charlemont, -	2 03	600	.	.	295	125 00
184 180		Erving, -	2 03	154	.	.	76	.
162 181		*Topsfield, -	2 02	500	.	.	247	.
235 182		W. Bridgewater, -	2 01	700	.	.	349	35 50
302 183		Worthington, -	2 00	550	\$146 98	\$696 98	349	554 05
166 184		Holland, -	2 00	200	.	.	100	116 00
255 185		Falmouth, -	1 99	1,200	267 80	1467 80	738	250 00
135 186		Oxford, -	1 98	1,000	.	.	504	.
191 187		Ashburnham, -	1 97	900	.	.	458	.
180 188		Sturbridge, -	1 97	1,000	.	.	508	4 00
221 189		Peru, -	1 97	300	.	.	152	324 00
177 190		Westport, -	1 97	1,364	.	.	691	1440 00
215 191		Sudbury, -	1 96	685	.	.	350	30 00
170 192		Wenham, -	1 95	400	.	.	205	.
140 193		Marblehead, -	1 94	3,000	.	.	1546	.
167 194		Goshen, -	1 94	300	.	.	155	167 00
113 195		Bridgewater, -	1 94	1,000	.	.	515	.
172 196		Royalston, -	1 93	700	160 64	860 64	446	54 50
198 197		Enfield, -	1 93	600	.	.	310	120 00
169 198		Wilbraham, -	1 93	800	246 70	1046 70	543	.
189 199		Wrentham, -	1 93	1,500	.	.	782	.
217 200		Northfield, -	1 92	1,000	.	.	524	110 00
269 201		Hinsdale, -	1 92	400	.	.	208	285 00
200 202		Spencer, -	1 90	800	.	.	420	66 92
193 203		Heath, -	1 90	500	.	.	263	255 75
126 204		Gardner, -	1 89	600	.	.	317	.
206 205		Beverly, -	1 88	2,260 60	.	.	1205	.
205 206		Georgetown, -	1 88	690	.	.	367	24 00
274 207		Rehoboth, -	1 88	800	220 00	1020 00	542	269 00
203 208		Tolland, -	1 87	250	84 00	334 00	179	.
229 209		Rochester, -	1 87	1,800	.	.	964	90 00
196 210		Monson, -	1 86	1,100	.	.	592	454 81
192 211		Cummington, -	1 85	500	150 00	650 00	351	343 00
208 212		Whately, -	1 85	500	107 00	607 00	327	198 00
222 213		W. Stockbridge, -	1 84	450	153 24	603 24	328	300 00
201 214		W. Boylston, -	1 81	600	.	.	331	.
305 215		Tyringham, -	1 81	475	177 25	652 25	360	700 00
194 216		Hamilton, -	1 80	400	.	.	222	.
219 217		Easthampton, -	1 80	360	.	.	200	327 00
181 218		Blandford, -	1 80	600	134 16	734 16	407	630 00
212 219		Orange, -	1 80	800	.	.	444	40 00
214 220		Andover, -	1 79	2,400	.	.	1335	.
204 221		Hopkinton, -	1 79	1,200	.	.	667	.
153 222		Williamsburgh, -	1 79	600	.	.	336	221 52
209 223		Somerset, -	1 79	500	.	.	280	88 00
157 224		Taunton, -	1 79	3,750	.	.	2091	175 00
226 225		Westford, -	1 77	800	.	.	451	18 00
216 226		Wales, -	1 77	400	.	.	226	88 50
220 227		Conway, -	1 77	550	191 87	741 87	420	686 00
300 228		Westfield, -	1 76	1,800	.	.	1020	1000 00



## GRADUATED TABLE.

For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
225	229	Yarmouth, -	\$1 76	\$1,200	.	.	683	\$170 00
199	230	Wilmington, -	1 75	500	.	.	285	.
130	231	Ware, -	1 74	1,000	.	.	576	290 00
80	232	Pittsfield, -	1 74	1,600	.	.	917	350 00
129	233	Easton, -	1 73	1,000	.	.	578	.
230	234	Bradford, -	1 72	1,126	.	.	653	.
236	235	Gill, -	1 72	400	.	.	233	232 00
223	236	Stockbridge, -	1 71	1,000	.	.	583	368 00
210	237	Provincetown, -	1 71	1,000	.	.	585	.
218	238	Mansfield, -	1 70	640 90	.	.	377	.
261	239	Rowe, -	1 69	340	.	.	201	120 00
256	240	Attleborough, -	1 67	1,596 45	.	.	955	109 00
241	241	Holden, -	1 66	800	.	.	482	.
296	242	Montague, -	1 66	451 25	\$148 00	\$599 25	361	354 75
234	243	Sandisfield, -	1 66	600	.	.	361	630 00
231	244	Marlborough, -	1 63	1,100	.	.	675	10 00
245	245	Belchertown, -	1 63	1,200	.	.	736	230 00
262	246	Harwich, -	1 63	1,300	300	1600	982	158 33
248	247	Townsend, -	1 62	800	.	.	495	25 00
233	248	Amherst, -	1 62	1,200	.	.	743	45 00
237	249	Chester, -	1 62	600	.	.	370	382 50
273	250	Middleton, -	1 61	450	.	.	280	.
251	251	Palmer, -	1 61	1,000	.	.	623	300 00
268	252	Rockport, -	1 60	1,000	.	.	780	.
103	253	Sutton, -	1 60	1,200	.	.	750	.
242	254	Wareham, -	1 60	1,000	.	.	625	151 55
292	255	Hancock, -	1 58	300	64	364	231	.
240	256	Medfield, -	1 58	275	.	.	174	.
265	257	Upton, -	1 57	600	.	.	383	.
259	258	Cheshire, -	1 57	400	.	.	254	244 00
301	259	Sheffield, -	1 57	990	.	.	632	975 00
270	260	Hawley, -	1 56	400	100	500	320	356 00
252	261	Lee, -	1 55	954	.	.	615	500 00
249	262	Norwich, -	1 54	300	.	.	195	250 00
254	263	Freetown, -	1 54	805 50	.	.	523	50 00
277	264	Northbridge, -	1 52	550	.	.	363	57 00
247	265	Washington, -	1 52	300	.	.	197	378 00
260	266	Orleans, -	1 51	900	.	.	598	.
257	267	Deerfield, -	1 50	793 50	.	.	529	532 00
258	268	Swansey, -	1 50	618 75	.	.	413	288 00
294	269	Dartmouth, -	1 49	1,888 54	.	.	1267	.
197	270	Windsor, -	1 48	325	.	.	220	316 25
179	271	Middlefield, -	1 46	490	.	.	336	530 00
272	272	Pelham, -	1 46	400	.	.	274	52 00
250	273	Chesterfield, -	1 45	500	.	.	345	463 00
102	274	Hubbardston, -	1 44	826	.	.	572	40 00
271	275	Prescott, -	1 41	300	.	.	213	85 00
298	276	Coleraine, -	1 40	750	.	.	534	718 00
307	277	Florida, -	1 39	200	.	.	144	172 50
281	278	Granville, -	1 38	600	.	.	435	66 70
280	279	W. Springfield, -	1 38	1,300	.	.	939	1363 00
279	280	*Wellfleet, -	1 38	1,000	.	.	721	.
228	281	Otis, -	1 37	450	.	.	329	490 00
289	282	Pawtucket, -	1 37	1,000	.	.	730	.

# GRADUATED TABLE.

276

For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 10 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 10 years of age.	Amount carried over for bond & fuel.
195-283		Ashfield, - -	\$1 36	7000	.	.	441	27 7/8
239-254		Chatham, - -	1 36	1,000	.	.	325	26 00
285-285		Shutesbury, -	1 35	350	.	.	223	25 00
288-286		Wendell, - -	1 35	300	.	.	223	27 00
266-287		Lenox, - - -	1 35	500	.	.	260	40 50
286-288		Tisbury, - - -	1 34	425	\$142 47	\$267 47	423	650 00
282-289		Williamstown, -	1 33	900	.	.	676	221 00
290-290		Eastham, - -	1 33	400	.	.	300	51 70
306-291		Savoy, - - -	1 32	400	.	.	302	454
158-292		Brewster, - -	1 32	600	.	.	306	216 00
278-293		Bernardston, -	1 31	400	.	.	610	450 00
284-294		Truro, - - -	1 31	800	.	.	460	115
276-295		Douglas, - - -	1 30	600	.	.	818	417 00
287-296		Mt. Washington,	1 30	150	.	.	277	250 00
291-297		Great Barrington,	1 29	1,050	.	.	327	326 00
224-298		New Marlboro, -	1 29	600	.	.	273	72 25
263-299		Carver, - - -	1 26	350	.	.	1143	280 54
299-300		Buckland, - -	1 25	408 75	.	.	320	583 50
297-301		Leverett, - -	1 25	341 25	.	.	825	310 00
295-302		Adams, - - -	1 25	1,428 75	.	.	191	144 56
293-303		Lanesborough, -	1 25	400	.	.		
283-304		Dennis, - - -	1 25	1,035	.	.		
303-305		*Richmond, - -	1 18	275	.	.		
304-306		Dana, - - -	1 10	210	.	.		
307 Southwick raised nothing by tax,—its schools being supported by a fund.								

\* Topsfield, Ludlow, Wellfleet and Richmond made no Return for the year 1841-2. Against the names of those towns, the last Returns which they did make are respectively entered.

## GRADUATED TABLES,

*Showing the comparative amount of money appropriated, by the different towns in each of the Counties in the State, for the education of each child in the town, between the ages of 4 and 16 years.*

### SUFFOLK.

	For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by town for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
2	1		CHELSEA, -	\$5 81	\$3,500 00	.	.	602	\$90 00
1	2		Boston, -	5 64	102,042 72	.	.	18,081	.

### ESSEX.

1	1		SALEM, -	3 13	12,182 66	.	.	3895	.
2	2		Amesbury, -	2 99	1,576 80	.	.	527	.
8	3		Gloucester, -	2 91	4,400	700	5100	1755	.
9	4		Newburyport, -	2 73	5,000	.	.	1832	.
7	5		Haverhill, -	2 68	3,000	199 50	3199 50	1194	.
3	6		Danvers, -	2 63	3,500	.	.	1329	200 00
5	7		Ipswich, -	2 53	2,000	.	.	790	.
6	8		Lynnfield, -	2 52	500	.	.	198	.
4	9		Saugus, -	2 37	800	.	.	337	.
15	10		Manchester, -	2 31	790	.	.	342	100 00
20	11		Newbury, -	2 30	2,375	.	.	1031	40 00
26	12		Rowley, -	2 29	400	.	.	175	.
18	13		Lynn, -	2 28	5,600	.	.	2454	.
10	14		Methuen, -	2 17	1,200	.	.	553	33 00
12	15		Salisbury, -	2 13	1,500	.	.	705	.
13	16		West Newbury, -	2 12	800	.	.	377	.
14	17		Boxford, -	2 11	500	.	.	237	.
17	18		Essex, -	2 03	900	.	.	443	12 00
16	19		*Topsfield, -	2 02	500	.	.	247	.
19	20		Wenham, -	1 95	400	.	.	205	.
11	21		Marblehead, -	1 94	3,000	.	.	1546	.
23	22		Beverly, -	1 88	2,260 60	.	.	1205	.
22	23		Georgetown, -	1 88	690	.	.	367	24 00
21	24		Hamilton, -	1 80	400	.	.	222	.
24	25		Andover, -	1 79	2,400	.	.	1335	.
25	26		Bradford, -	1 72	1,126	.	.	653	.
28	27		Middleton, -	1 61	450	.	.	280	.
27	28		Rockport, -	1 60	1,000	.	.	780	.

\*Made no Return for 1841-2,—taken from the last.

### MIDDLESEX.

16	1		BRIGHTON, -	6 27	2,000	.	.	319	.
1	2		Charlestown, -	5 38	14,600	.	.	2716	.
3	3		Lowell, -	5 37	21,518 08	.	.	4015	.
2	4		Medford, -	5 13	3,000	.	.	585	.

## GRADUATED TABLES.

241

## MIDDLESEX—CONTINUED.

For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
6	5	Watertown, -	\$4 01	\$1,700 00	.	.	424	.
18	6	Stoneham, -	3 90	900	.	.	231	.
4	7	Waltham, -	3 87	2,238 62	.	.	578	\$112 00
7	8	Cambridge, -	3 73	8,500	.	.	2280	.
9	9	Sherburne, -	3 71	925	.	.	249	.
8	10	Carlisle, -	3 69	500	.	.	136	.
14	11	Weston, -	3 52	1,000	.	.	284	.
36	12	Tewksbury, -	3 49	600	.	.	172	.
10	13	Lexington, -	3 44	1,400	.	.	407	.
12	14	Concord, -	3 36	1,800	.	.	535	.
5	15	Boxborough, -	3 28	400	.	.	122	10 50
15	16	Chelmsford, -	3 20	1,200	.	.	375	.
19	17	Malden, -	3 16	2,000	.	.	633	.
24	18	Lincoln, -	3 10	520	\$88 50	\$608 50	196	.
11	19	Littleton, -	3 05	900	.	.	225	.
18	20	Wayland, -	2 99	800	.	.	268	.
23	21	South Reading, -	2 92	1,200	.	.	411	.
32	22	Shirley, -	2 84	750	.	.	264	.
20	23	Billerica, -	2 81	1,000	117 37	1,117 37	397	.
35	24	Tyngsborough, -	2 70	700	.	.	259	15 00
20	25	Bedford, -	2 66	600	90 00	690 00	259	.
26	26	West Cambridge, -	2 65	900	.	.	340	130 00
25	27	Stow, -	2 55	600	.	.	235	.
30	28	Groton, -	2 50	1,500	.	.	601	.
22	29	Holliston, -	2 50	1,000	180 00	1,180 00	472	.
21	30	Frammingham, -	2 38	2,000	.	.	842	.
33	31	Dunstable, -	2 33	350	.	.	150	.
17	32	Newton, -	2 30	2,000	.	.	871	.
31	33	Reading, -	2 26	1,300	.	.	576	.
27	34	Burlington, -	2 25	250	60 00	310 00	138	.
28	35	Ashby, -	2 23	600	70 30	670 30	300	.
38	36	Pepperell, -	2 15	850	.	.	396	14 00
37	37	Acton, -	2 14	700	.	.	327	10 00
44	38	Dracut, -	2 13	1,200 10	200 00	1,400 10	656	120 00
34	39	Natick, -	2 11	700	.	.	332	.
46	40	Woburn, -	2 08	1,500	.	.	721	.
41	41	Sudbury, -	1 96	685	.	.	350	30 00
40	42	Hopkinton, -	1 79	1,200	.	.	667	.
42	43	Westford, -	1 77	800	.	.	451	18 00
39	44	Wilmington, -	1 75	500	.	.	285	.
43	45	Marlborough, -	1 63	1,100	.	.	675	10 00
45	46	Townsend, -	1 62	800	.	.	495	25 00

## WORCESTER.

1	1	WORCESTER, -	4 49	8,565 00	.	.	1910	.
3	2	New Braintree, -	3 83	800	.	.	209	\$51 50
2	3	Bolton, -	3 58	933 84	.	.	261	.
7	4	Auburn, -	3 11	500	.	.	161	.
5	5	Lancaster, -	3 03	1,400	.	.	462	.
10	6	Leicester, -	2 82	1,180	.	.	418	22 50
6	7	Northborough, -	2 74	900	.	.	328	.

## GRADUATED TABLES.

## WORCESTER—CONTINUED.

For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
8	8	Athol, - - -	\$2 64	\$1200	.	.	454	.
20	9	Warren, - - -	2 56	800	.	.	312	\$78 25
	10	Webster, - - -	2 56	1000	.	.	391	.
13	11	Brookfield, - - -	2 55	1600	.	.	628	.
34	12	Paxton, - - -	2 53	400	.	.	158	.
21	13	Sterling, - - -	2 53	1100	.	.	435	.
40	14	Hardwick, - - -	2 51	1000	.	.	399	60 00
36	15	Phillipston, - - -	2 51	550	.	.	219	19 75
27	16	Southbridge, - - -	2 50	1000	.	.	400	.
11	17	Charlton, - - -	2 46	1200	.	.	488	97 00
12	18	North Brookfield, - - -	2 46	1000	.	.	407	30 00
24	19	Oakham, - - -	2 46	700	.	.	285	62 00
25	20	Millbury, - - -	2 44	1200	.	.	492	40 00
17	21	Berlin, - - -	2 42	450	.	.	186	.
14	22	Dudley, - - -	2 42	800	.	.	331	144 50
4	23	Rutland, - - -	2 39	800	.	.	335	33 00
15	24	Leominster, - - -	2 35	1185	.	.	505	5 00
26	25	Southborough, - - -	2 33	700	.	.	301	.
16	26	Templeton, - - -	2 27	1000	.	.	441	.
29	27	Westminster, - - -	2 21	1000	.	.	452	.
32	28	Fitchburg, - - -	2 20	1500	.	.	681	.
49	29	Mendon, - - -	2 18	1600	\$415 29	\$2015 29	925	.
38	30	Westborough, - - -	2 18	900	.	.	412	.
28	31	Princeton, - - -	2 17	827	.	.	381	.
37	32	Boylston, - - -	2 16	400	52 59	452 59	209	48 75
39	33	Harvard, - - -	2 15	900	.	.	418	.
48	34	Milford, - - -	2 14	1000	.	.	468	7 00
22	35	Winchendon, - - -	2 14	1000	.	.	467	.
51	36	Grafton, - - -	2 11	1500	.	.	710	.
41	37	Shrewsbury, - - -	2 10	800	.	.	381	.
23	38	Uxbridge, - - -	2 10	1000	247 00	1247 00	595	.
30	39	Lunenburg, - - -	2 07	800	.	.	386	.
35	40	Petersham, - - -	2 05	1000	.	.	487	53 36
43	41	Barre, - - -	2 04	1300	.	.	636	194 75
33	42	Oxford, - - -	1 98	1000	.	.	504	.
45	43	Ashburnham, - - -	1 97	900	.	.	458	.
44	44	Sturbridge, - - -	1 97	1000	.	.	508	4 00
42	45	Royalston, - - -	1 93	700	160 64	860 64	446	54 50
46	46	Spencer, - - -	1 90	800	.	.	420	66 92
31	47	Gardner, - - -	1 89	600	.	.	317	.
47	48	West Boylston, - - -	1 81	600	.	.	331	.
50	49	Holden, - - -	1 66	800	.	.	482	.
19	50	Sutton, - - -	1 60	1200	.	.	750	.
52	51	Upton, - - -	1 57	600	.	.	383	.
54	52	Northbridge, - - -	1 52	550	.	.	363	57 00
18	53	Hubbardston, - - -	1 44	826	.	.	572	40 00
53	54	Douglas, - - -	1 30	600	.	.	460	.
55	55	Dana, - - -	1 10	210	.	.	191	144 56

## HAMPSHIRE.

1	1	NORTHAMPT'N,	4 36	4070	.	.	934	150 00
3	2	Hatfield, - - -	3 23	750	113 75	868 75	267	.

# GRADUATED TABLES.

213

## HAMPSHIRE—CONTINUED.

For 1840-41.	For 1841-2.	TOWNS.	Mun. appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of the schools.	Income of the Surplus Revenue appropriated to the schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount actually paid for board & fuel.
2	3	South Hadley, -	\$2 98	\$1200	.	.	432	\$2 70
5	4	Granby, -	2 69	700	\$95 00	\$795 00	265	251 85
4	5	Greenwich, -	2 27	500	.	.	220	.
6	6	Hadley, -	2 22	1200	.	.	541	173 00
15	7	Westhampton, -	2 18	461 52	.	.	212	202 00
12	8	Southampton, -	2 12	600	.	.	272	344 00
9	9	Plainfield, -	2 09	400	119 00	519 00	245	320 00
23	10	Worthington, -	2 00	550	146 98	696 98	345	554 05
10	11	Goshen, -	1 94	300	.	.	155	127 00
14	12	Enfield, -	1 93	600	.	.	310	120 00
13	13	Cummington, -	1 85	500	150 00	650 00	351	343 00
16	14	Easthampton, -	1 80	360	.	.	200	327 00
8	15	Williamsburg, -	1 79	600	.	.	336	221 52
7	16	Ware, -	1 74	1000	.	.	576	220 00
18	17	Belchertown, -	1 63	1200	.	.	736	220 00
17	18	Amherst, -	1 62	1200	.	.	743	45 00
20	19	Norwich, -	1 54	300	.	.	125	250 00
11	20	Middlefield, -	1 46	490	.	.	336	520 00
21	21	Pelham, -	1 46	400	.	.	274	52 00
19	22	Chesterfield, -	1 45	500	.	.	345	463 00
22	23	Preacott, -	1 41	300	.	.	213	25 00

## HAMPDEN.

2	1	RUSSELL, -	3 27	424 46	.	.	130	206 00
1	2	Springfield, -	2 94	6911 08	945 60	7856 68	2670	.
5	3	Montgomery, -	2 65	300	.	.	113	181 00
3	4	Longmeadow, -	2 46	830	.	.	338	568 34
4	5	Brimfield, -	2 18	950	.	.	436	280 00
7	6	*Ludlow, -	2 12	.	.	.	361	.
8	7	Holland, -	2 00	200	.	.	100	116 00
9	8	Wilbraham, -	1 93	800	246 70	1046 70	543	.
12	9	Tolland, -	1 87	250	84 00	334 00	179	.
11	10	Monson, -	1 86	1100	.	.	592	454 81
10	11	Blandford, -	1 80	600	134 16	734 16	407	630 00
13	12	Wales, -	1 77	400	.	.	226	88 50
18	13	Westfield, -	1 76	1800	.	.	1020	1000 00
14	14	Chester, -	1 62	600	.	.	370	382 50
15	15	Palmer, -	1 61	1000	.	.	623	300 00
16	16	Granville, -	1 38	600	.	.	435	68 70
17	17	West Springfield, -	1 38	1300	.	.	939	1363 00
	18	Southwick raised nothing by tax,—its schools being supported by a fund.						

\* Made no Return for 1841-2,—taken from the last.

## FRANKLIN.

2	1	SUNDERLAND, -	2 92	600 00	.	.	205	116 50
19	2	Leyden, -	2 91	538	.	.	185	238 00
1	3	Greenfield, -	2 70	1300	.	.	481	379 00
4	4	Shelburne, -	2 55	700	.	.	274	400 00
3	5	Warwick, -	2 37	700	.	.	295	45 00

## GRADUATED TABLES.

## FRANKLIN—CONTINUED.

For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
6	6	Munroe, - -	\$2 07	\$175	\$32 03	\$207 03	100	\$125 00
5	7	New Salem, - -	2 07	800	.	.	386	200 00
7	8	Charlemont, - -	2 03	600	.	.	295	125 00
8	9	Erving, - -	2 03	154	.	.	76	.
13	10	Northfield, - -	1 92	1000	.	.	524	110 00
9	11	Heath, - -	1 90	500	.	.	263	255 75
11	12	Whately, - -	1 85	500	107 00	607 00	327	198 00
12	13	Orange, - -	1 80	800	.	.	444	40 00
14	14	Conway, - -	1 77	550	191 87	741 87	420	686 00
15	15	Gill, - -	1 72	400	.	.	233	232 00
17	16	Rowe, - -	1 69	340	.	.	201	120 00
26	17	Montague, - -	1 66	451 25	148 00	599 25	361	354 75
18	18	Hawley, - -	1 56	400	100 00	500 00	320	356 00
16	19	Deerfield, - -	1 50	793 50	.	.	529	532 00
24	20	Coleraine, - -	1 40	750	.	.	534	718 00
10	21	Ashfield, - -	1 36	600	.	.	441	388 00
21	22	Shutesbury, - -	1 35	350	.	.	259	925 00
22	23	Wendell, - -	1 35	300	.	.	223	58 00
20	24	Barnardston, - -	1 31	400	.	.	306	216 00
23	25	Buckland, - -	1 25	408 75	.	.	327	326 00
25	26	Leverett, - -	1 25	341 25	.	.	273	72 25

## BERKSHIRE.

13	1	EGREMONT, - -	2 99	848 00	.	.	284	.
10	2	Alford, - -	2 66	303	.	.	114	103 00
4	3	Dalton, - -	2 59	698	.	.	270	236 00
3	4	New Ashford, - -	2 32	100	34 58	134 58	58	101 00
1	5	Becket, - -	2 24	400	129 52	529 52	237	479 50
17	6	Clarksburg, - -	2 17	284	.	.	131	184 00
6	7	Peru, - -	1 97	300	.	.	152	324 00
19	8	Hinsdale, - -	1 92	400	.	.	208	285 00
7	9	West Stockbridge, - -	1 84	450	153 24	603 24	328	300 00
28	10	Tyringham, - -	1 81	475	177 25	652 25	360	700 00
	2	11 Pittsfield, - -	1 74	1600	.	.	917	350 00
	8	12 Stockbridge, - -	1 71	1000	.	.	583	368 00
12	13	Sandisfield, - -	1 66	600	.	.	361	630 00
23	14	Hancock, - -	1 58	300	64 00	364 00	231	.
16	15	Cheshire, - -	1 57	400	.	.	254	244 00
26	16	Sheffield, - -	1 57	990	.	.	632	975 00
15	17	Lee, - -	1 55	954	.	.	615	500 00
14	18	Washington, - -	1 52	300	.	.	197	378 00
5	19	Windsor, - -	1 48	325	.	.	220	316 25
30	20	Florida, - -	1 39	200	.	.	144	172 50
11	21	Otis, - -	1 37	450	.	.	329	490 00
18	22	Lenox, - -	1 35	500	.	.	369	400 50
20	23	Williamstown, - -	1 33	900	.	.	676	650 00
29	24	Savoy, - -	1 32	400	.	.	302	51 70
21	25	Mount Washington, - -	1 30	150	.	.	115	106 00
22	26	Great Barrington, - -	1 29	1050	.	.	818	.
9	27	New Marlborough, - -	1 29	600	.	.	464	417 00

## GRADUATED TABLES.

245

## BERKSHIRE—CONTINUED.

	For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
25	28		Adams, - -	\$1 25	\$1428 75	.	.	1143	\$280 54
24	29		Lanesborough, -	1 25	400	.	.	320	583 50
27	30		*Richmond, -	1 18	275	.	.	232	310 00

\* Made no Return for 1841-2,—taken from the last.

## NORFOLK.

2	1	DORCHESTER, -	4 91	5200	.	.	1059	.
1	2	Milton, - -	4 89	2000	.	.	409	.
3	3	Brookline, -	4 69	1150	.	.	245	.
5	4	Roxbury, - -	4 22	8345 82	.	.	1975	.
4	5	Dedham, - -	4 08	3000	.	.	734	72 00
8	6	Quincy, - -	3 45	3063	.	.	888	.
7	7	Dover, - -	3 26	400	\$52 50	\$452 50	139	.
6	8	Needham, -	2 93	1050	60 00	1110 00	379	.
11	9	Sharon, - -	2 92	600	131 20	731 20	250	.
10	10	Bellingham, -	2 64	700	.	.	265	.
14	11	Franklin, - -	2 63	1000	.	.	380	.
13	12	Canton, - -	2 52	1200	.	.	475	.
12	13	Walpole, - -	2 51	1000	.	.	398	.
9	14	Foxborough, -	2 42	800	.	.	331	.
16	15	Stoughton, -	2 42	1200	180 00	1380 00	571	.
20	16	Weymouth, -	2 27	2500	.	.	1099	.
17	17	Cohasset, - -	2 20	900	.	.	409	.
18	18	Medway, - -	2 17	1000	.	.	460	.
15	19	Randolph, - -	2 11	2000	.	.	950	105 82
21	20	Braintree, -	2 08	1200	.	.	577	.
19	21	Wrentham, -	1 93	1500	.	.	782	.
22	22	Medfield, - -	1 58	275	.	.	174	.

## BRISTOL.

1	1	NEW BEDFORD,	4 94	13500	.	.	2734	.
2	2	Fall River, -	2 35	4500	.	.	1916	.
3	3	Fairhaven, -	2 33	2500	.	.	1075	400 00
5	4	Norton, - -	2 33	800	.	.	344	.
8	5	Berkley, - -	2 24	500	.	.	223	.
13	6	Raynham, - -	2 18	600	159 00	759 00	349	.
9	7	Seekonk, - -	2 15	900	220 00	1120 00	522	200
6	8	Dighton, - -	2 10	550	171 00	721 00	344	191
10	9	Westport, - -	1 97	1364	.	.	691	1440
17	10	Rehoboth, -	1 88	800	220 00	1020 00	542	269
11	11	Somerset, - -	1 79	500	.	.	280	88
7	12	Taunton, - -	1 79	3750	.	.	2091	175
4	13	Easton, - -	1 73	1000	.	.	578	.
12	14	Mansfield, -	1 70	640 90	.	.	377	.
15	15	Attleborough,	1 67	1596 45	.	.	955	109 00
14	16	Freetown, - -	1 54	805 50	.	.	523	50 00
16	17	Swansey, - -	1 50	618 75	.	.	413	288 00
19	18	Dartmouth, -	1 49	1888 54	.	.	1267	.
18	19	Pawtucket, -	1 37	1000	.	.	730	.



## GRADUATED TABLES.

## PLYMOUTH.

For 1840-41.	For 1841-2.	TOWNS.	Sum appropriated by towns for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
2	1	DUXBURY, -	3 84	\$2500	\$200 00	\$2700 00	704	.
3	2	Plymouth, -	3 69	5500	.	.	1492	\$686 00
11	3	Pembroke, -	3 17	1000	.	.	315	.
5	4	Halifax, -	3 05	500	.	.	164	25 50
1	5	Hull, -	3 02	130	.	.	43	.
6	6	Scituate, -	2 95	3000	.	.	1017	.
4	7	Hingham, -	2 85	2418 94	.	.	848	.
7	8	Middleborough, -	2 84	3125	629 11	3754 11	1324	1325 00
8	9	Kingston, -	2 77	1000	.	.	361	.
9	10	North Bridgewater, -	2 49	1500	276 20	1776 20	713	.
10	11	Marshfield, -	2 38	1050	99 71	1149 71	483	.
12	12	Plympton, -	2 37	500	55 98	555 98	235	145 45
17	13	Hanover, -	2 24	1000	.	.	447	.
14	14	Hanson, -	2 22	700	.	.	316	13 00
16	15	East Bridgewater, -	2 21	1200	.	.	543	26 00
13	16	Abington, -	2 15	2000	.	.	930	.
19	17	West Bridgewater, -	2 01	700	.	.	349	35 50
15	18	Bridgewater, -	1 94	1000	.	.	515	.
18	19	Rochester, -	1 87	1800	.	.	964	90 00
20	20	Wareham, -	1 60	1000	.	.	625	151 55
21	21	Carver, -	1 26	350	.	.	277	250 00

## BARNSTABLE.

3	1	SANDWICH, -	2 29	2108 00	498 00	2606 00	1137	150 00
1	2	Barnstable, -	2 13	2000	500 00	2500 00	1171	24 00
7	3	Falmouth, -	1 99	1200	267 80	1467 80	738	250 00
5	4	Yarmouth, -	1 76	1200	.	.	683	170 00
4	5	Provincetown, -	1 71	1000	.	.	585	.
9	6	Harwich, -	1 63	1300	300 00	1600 00	982	158 33
8	7	Orleans, -	1 51	900	.	.	598	.
10	8	*Wellfleet, -	1 38	1000	.	.	721	.
6	9	Chatham, -	1 36	1000	.	.	735	800 00
13	10	Eastham, -	1 33	400	.	.	300	221 00
2	11	Brewster, -	1 32	600	.	.	454	.
12	12	Truro, -	1 31	800	.	.	610	450 00
11	13	Dennis, -	1 25	1035	.	.	825	.

\* Made no Return for 1841-2,—taken from the last.

## DUKES.

1	1	CHILMARK, -	2 56	400 00	.	.	156	.
2	2	Edgartown, -	2 31	1100	.	.	477	20 00
3	3	Tisbury, -	1 34	425	142 47	567 47	423	.

## NANTUCKET.

1	1	NANTUCKET, -	4 30	8725 00	.	.	2031	.
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## A GRADUATED TABLE,

*Showing the comparative amount of money appropriated by the different Counties in the State, for the education of each child between the ages of 4 and 16 years, in each County.*

For 1840-41.	For 1841-2.	COUNTIES.	Sum appropriated by counties for each child between 4 & 16 years of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board & fuel.
1	1	SUFFOLK,	\$5 65	\$105,542 72	.	.	18,683	\$90 00
2	2	Nantucket,	4 30	8,725 00	.	.	2,031	.
3	3	Middlesex,	3 59	93,686 80	\$806 17	\$94,492 97	26,290	494 50
4	4	Norfolk,	3 13	40,083 82	423 70	40,507 52	12,949	177 82
5	5	Plymouth,	2 62	31,973 94	1,261 00	33,234 94	12,665	2,748 00
6	6	Bristol,	2 42	37,814 15	770 00	38,584 15	15,954	4,087 25
7	7	Essex,	2 41	58,376 06	1,274 50	59,650 56	24,767	209 00
8	8	Worcester,	2 34	56,876 84	875 52	57,752 36	24,709	1,391 34
9	9	Hampshire,	2 21	18,181 52	624 73	18,806 25	8,522	5,305 82
10	10	Hampden,	2 06	18,065 54	1,478 26	19,543 80	9,500	6,701 85
11	11	Dukes,	1 96	1,925 00	142 47	2,067 47	1,056	20 00
12	12	Franklin,	1 81	14,451 75	578 90	15,030 65	8,282	6,300 50
13	13	Barnstable,	1 71	13,543 00	1,565 80	15,108 80	8,818	2,223 33
14	14	Berkshire,	1 60	16,805 75	558 59	17,364 34	10,832	9,625 49

### AGGREGATE FOR THE STATE.

14	Counties,	2 84	516,051 89	10,359 64	526,411 53	185,058	39,374 90
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# INDEX.

## A.

Absence from school, 19, 33, 55, 131, 141. Statistics as to, 21, 22, 49, 57, 77, 147, 161, 170, 195. Trivial excuses for, 21. Rules respecting, 22, 169. From examinations, 34, 47, 67, 87, 99, 103, 110, 123, 131. From school for several years, 169. Increased average of, 192. Evils of, 196. See *Attendance*, *Money*, and *Parents*.

Addresses and lectures, by school committees, 86. For school district meetings, furnished by the Secretary of the Board of Education, 161. See *Association*.

Air, importance of good, 27, 97. Small children taken into the, 38, 62. See *Ventilation*.

Alexander, letter of the father of, cited, 14.

Algebra, on using Keys to, 2. Studied too soon, 180.

Amusements. See *Music*, *Dancing*, and *Singing*.

Anatomy, study of, recommended, 17.

Apparatus for schools, purchased, 42, 159, 161. Recommended, 184. Different kinds of, 187. On union of schools for purchasing, 187.

Approval of teachers, refused, 45, 46, 70, 77, 82, 91, 98, 103, 144.

Appropriations. See *Money*.

Aristippus, anecdotes of, 14, 79.

Aristotle, the teacher of Alexander, letter to, cited, 14.

Arithmetic, on the use of Keys to, 2. Teaching, by black-boards, 55, 88, 142, 151, 163. Neglect as to, 88, 130. Thoroughness in, 130, 163. Improvements in teaching, suggested, 142, 150. Should be well understood before beginning algebra, 180. Studied too much, 189.

Arithmeticon, recommended, 187.

Articulation, ropy, 123. See *Enunciation*, and *Pronunciation*.

Asking questions by holding up the hand, 78.

Assistant teachers, 38. See *Females*.

Association, of teachers and committees recommended, 95. For visiting schools, 168. For disseminating school information, 191.

Astronomy, not attended to, 160.

Atlases, improper use of, 151. See *Maps*.

Attendance of scholars, evils of a want of, 10, 21, 33, 125. On appropriating money according to the, 13, 20, 120. Remedies for irregular, 19, 23, 142, 169. Dependence of, on the teacher, 20. Improved, 92, 189. Committee to prosecute for want of, 169. Statements respecting, 169, 170. See *Absence*, and *Money*.

Auction-rooms, schoolhouses well constructed for, 77.

## B.

Barbauld, Mrs., her *Easy Lessons* recommended, 157.

Bell, given for a schoolhouse, 41.

Bible, used in schools, 55, 112. Superstition respecting its use, 145.

Black-boards, in schools, 27, 71, 77, 155. Teaching arithmetic by, 55, 88, 142, 151, 163. Furnished, 71. Improvements from using, 78. Size for, 95. Maps projected on, 151.

Blank maps, use of, 16.

Blocks, mathematical, 71, 187.

Boarding round, of teachers, 112.

Book-case presented to a school, 42.

Book-keeping, importance of teaching, 2, 129.

Books, sold for rum, 8. Influence of a proper selection and uniformity of, on schools, 16, 105. Sectarian, inadmissible, 17, 63. On anatomy and physiology, recommended, 17, 139. Neglect and want of uniformity as to, 35, 132, 164. No spelling-books, 35, 56. For spelling, almost excluded, 56. On selecting, for school libraries, 63. List of school books made, 78. Measures to introduce them, 78, 136; to remedy deficiencies, 78. On a recommendation of, by the Board of Education, 91. Effort and circular for promoting uniformity and diminishing the expense of, 100. Unauthorized, excluded, 104. Variety of, diminished, 105, 166. For instruction in writing, recommended, 132. Defects in the reading, 136. Reading, recommended, 136. Deficiency of, 145, 189. Evils of different, for spelling, 164. Kind of, wanted, 181. Changes and multiplication of, 188. Printed catalogues of, posted up, 192. On depositories of, 195.

Brain, overworking the, 158. See *Common Schools*.

Branches, too many taught, 105. See *Studies*.

Brooms for schoolhouses, 92.

## C.

Catalogues of books posted up, 192. See *Books*.

Certificates, should be required from a teacher's former employers, 41. Not so good as personal examinations, 45. On retaining duplicate, 66, 191. Should be required as to capacity of governing, 69. Wages depend upon, 111, 134. Refused unless applied for, before commencing school, 149. Of character required, 191. See *Wages*.

Charts, furnished, 71. See *Maps*.

Cheap schools, instance of, 181.

Chemistry, on studying, in schools, 105.

Children, on burdening the schools with small, 11. Moral influence of teachers on, 15. Taking small, into the open air, 38, 62. Remarks on uneducated, 76. No-government principles respecting, 106, 185. Importance of early influences on, 153. See *Government*, and *Scholars*.

Classes, too many in schools, 104. Mode of reducing the number of, 105.

Classification of scholars, ease of successful, 11. Adopted in Salem, 28. Evils of bad, 125. See *Gradation*, and *Improvements*.

College graduates not always well qualified teachers, 45, 57, 69.

Committees. See *District, Parents, Prudential*, and *School Committees*.

Common Schools, on the too high pressure principle in, 1, 2, 54, 61, 158. Division of large, 3, 89, 159, 162, 164. (See *Gradation*, and *Union Schools*.) Intermediate, 3. Improved, 4, 8, 12, 15, 19, 24, 28, 33, 35, 36, 39, 40, 47, 58, 60, 64, 66, 71, 78, 79, 83, 85, 87, 94, 95, 102, 105, 110, 111, 114, 118, 132, 152, 157, 160, 161, 162, 170, 171, 178, 183, 185, 186, 191, 192. (See *Improvements*.) Unfit teachers cause difficulty in, 4. On uniformity of, in the same town, 6, 124. On a superintendent of, 6, 44, 125. Should furnish to all a thorough practical education, 7, 48. (See *Thoroughness*.) Old system of, aristocratic, 11, 147. Present equality in, 11, 42, 147, 152, 161. Music in, 12, 50, 55, 58, 82, 96, 137, 158, 159. (See *Music*.) Dependence of, on the teachers, 13, 14, 49, 93, 108, 162, 166, 178, 185. Introduction of blank maps into, 16. Influence of a proper selection and uniformity of books on, 16, 105. (See *Books*.) Sectarian books excluded from, 17. State movements respecting, commended, 13, 41, 56, 79, 84, 93, 102, 152, 169, 174, 176, 186. Neglected, 19, 47, 68, 108. (See *Parents*.) Measures for increasing an interest in, 19, 33, 54, 81, 172, 173, 191. National importance of, 21, 25, 26, 36, 39, 40, 42, 49, 50, 54, 62, 98, 121, 127, 143, 154, 167, 185, 196. Rules respecting, 22, 28, 72, 170. (See *Rules*.) On studying the higher branches in, 24, 61, 105. Enthusiasm in, 27, 156. Black-boards in, 27, 71, 77, 78, 95, 155. (See *Black-boards*.) Wants in, 27. Synopsis of weekly exercises in, 30. Should be kept in the warm season, 36. Religious value of, 39. General increase of interest in, 40, 61, 65, 84, 95, 102, 120, 148, 152. (See *Parents*.) Cause of commonplace, 40. Gaining popularity, 44, 154, 160. On appropriations for private and, 8, 44, 139, 147, 154, 176, 183. (See *Money*.) Commenced by teachers before examination, 45, 77, 112, 115, 130, 134, 143. (See *Examinations*.) Inadequate attainments in, 48. On want of interest in, 48, 54, 173. Exclusion of turbulent scholars from, 51. (See *Punishment*.) Bibles in, 55. Backward, need the best teachers, 56, 122, 127. Comparative influence of teachers on, 58. Various influences on the success of, 58, 77, 142, 144, 172. Private Schools abandoned for, 59, 160. (See *Private Schools*.) On visiting, 60, 152, 162, 177. (See *Visiting*.) On maps and diagrams in, 60. (See *Maps*.) Value of, to a town, 62, 81, 148, 172. Private Schools for prolonging, condemned, 65, 183. The best scholars in, 68. Beginning at different times, 72. Advantages of beginning together, 72. Dancing and singing schools, interfering with, 77, 87. Visited by district committees once a week, 81. Influence of public sentiment on, 82. Addresses on, by school committees, 86. Vacations in, injurious, 86. On excluding writing from, 88. Degeneracy of summer, 92. Ascendancy given to Massachusetts by, 93. Association of teachers and committees respect-

ing, recommended, 95. Detail of improvements in, 96. Scholars leave, because of female teachers, 97. (See *Females*.) Importance of, to civil government, 98. Visits to, by committees of the gentlemen of the district, 100, 139, 177. Teachers should be partly educated in, 103. Too large, 104, 183. Uniform plan as to, for five years, 104. Too many classes in, 104. Too many branches taught in, 105. Studies to be taught in, 107. (See *Studies*.) Neglect of the law respecting, 112, 130, 169. On prolonging, 115. When short as good as long, 116, 121. Not disturbed by party, 120, 149, 174. Objects to be kept in view in framing a system for, 124. Importance of a faithful supervision of, 128. Cause of differences in, 132, 161. Suspended for want of fuel, 141. Entire absence of scholars from, 143, 147, 169. (See *Absences*.) Ruined by a bad schoolhouse, 144. Interchange of visits between teachers and pupils of different, 147. Certificates withheld, if teachers commence, before they are examined, 149. (See *Certificates*, and *Wages*.) Children leaving, after they have recited, 152. Massachusetts public documents respecting, sought for abroad, 152. On theatrical exhibitions in, 156. The poorest becoming the best, 157. One quarter of the inhabitants in, 167. Benefit of late law respecting, 169. On complaints respecting, 173. Nothing gained by having small, 174. Influence of, on social life, 176. Instance of *cheap*, 181. Webster cited on, 183. Everett cited on, 184. Improvement in the smaller, 186. See *High Schools*, *Prudential Committees*, *Scholars*, *School Committees*, *School Government*, and *Summer Schools*.

Composition, on writing, in schools, 27, 78. Of letters, 129. Consumption, seeds of, sown in schoolhouses, 97. See *Health*.

## D.

Dancing schools, interfering with Common Schools, 77, 87. Declamations at examination, 149. Defining words, 78. Degeneracy, of the rising generation, 73. Of summer schools, 92. Desks, bad, 98. Diagrams, 95. Dictionaries, different, 164. Discipline, remarks on, 12, 60. Effect of singing on, 151. See *Order*, *Punishment*, and *School Government*. Distribution of money. See *Money*. District committees to visit schools, 81. See *Parents*, *Prudential*, and *School Committees*.

## E.

Education, high views as to, 14, 26, 49, 147. Defects in, 19, 25, 114. Responsibility as to, 26. On the union of moral and intellectual, 26, 114. Dependence for, on Common Schools, 26. On understanding principles in, 33, 40, 128, 130, 172. Right of individuals to, 50. Importance of, 63, 113, 196. Retrenchment in, 97, 99, 194. Standard of, raised, 102, 152. Increased interest in, 153. See *Common Schools*, *Morals*, and *Principles*.

Examination, not encouraged, 3. Quickened by having large classes, 115.

Enthusiasm, in schools, 27, 136. In teaching, 34. Commendable, 34.

Examination, urgent, 29, 31. Time for holding, 92. See *Principles*.

Evening reading schools, 63.

Evolve, Edward, 204 on schools, 133.

Examinations at schools, on thorough, 1, 39.

72, 34. Good attendance at, 6, 15, 39, 71.

23, 34, 33, 133. Scholars should be present at, 9, 33, 39. Cases of absence from the,

34, 47, 67, 77, 99, 103, 110, 123, 131. No

deferring the final, 29, 39, 103. Festivals

after, 47. On publishing the names of ad-

vancess from, 47, 103. Absences from, in-

jurious and unjust, 57. For show, dispensed

with, 72. Schoolhouses decorated for, 33.

Conducted in too low a voice, 33. Defects

in, from defective teachers, 33. The proper

preparation for, 33. Number of persons

present at, 129. For show, condemned,

131, 183. Public annual, recommended, 143.

Nearly perfect, 136. Formerly, 173. Teachers

visiting each other's schools at, 183.

Examinations of teachers, rules respecting, 8,

71, 151. Teachers commencing school be-

fore, 45, 77, 112, 115, 130, 134, 143. As to

moral character, 45; to capacity for school

government, 45, 117, 163. Thorough, 43,

46, 64, 135, 144, 183. Personal and not

certificated, 45. Should be early, 64. Not

a small affair, 71. Simultaneous, 71. No

excuse for failure at, 91. Evaded, 115, 130,

134. Prudential committees should take

part in, 115. Required before commencing

school, 118, 134, 149, 150, 167. Necessity

of, 122, 131. Want of, illegal, 130. On ad-

vertising the day for, 187. Lecture at the

time of, 187. During three hours on each

one, 188. Mode of, detailed, 191. See

*Approval and Teachers*.

Explanations, importance of, 40, 54, 72, 75.

Getting time for, 104, 105.

Eye, on knowing its structure, 18.

## F.

Fathers, Plutarch on, 14. See *Parents*.

Females, employed to teach, 4, 37, 40, 96, 100,

110, 117, 120, 159, 185. Employment of,

recommended, 4, 37, 57, 61, 64, 97, 109, 120,

140, 156, 167, 183, 186. Best winter schools

taught by, 96, 108, 110. Poorly paid, 96,

169. Old scholars and, 97, 117, 133, 140.

Exercising pupils' *reflective* and *inventive*

faculties, 101. Wages of, in Providence,

169. See *Teachers*.

Festival after a school examination, 47.

First principles. See *Principles*.

Fuel, schools suspended for want of, 141.

## G.

Geography, of one's country should be particu-

larly taught, 1. Neglect as to, 28. Using

atlases while reciting, condemned, 131.

Value of globes in teaching, 64. Teaching

from old books, 181. Teaching too early, 186.

Globes, purchased, 64, 189. Recommended,

64, 95. Furnished, 71.

Government, cheapest kind of civil, 98. Gen-

eral remarks on, 106, 130, 186. Parental

and family, 115, 118, 130, 148. See *Order*,

*Punishment*, and *School Government*.

Graduation in schools, complaints as to the, 1.

Evil accompanying non-graduation, 3. Establish-

ed, 11, 34, 77, 35, 133, 162. Recommended,

32, 39, 51, 54, 39, 104, 113, 123, 124, 130,

137, 139, 162, 164, 182. See *Classes*, and

*Union Schools*.

Graduates of colleges, as teachers, 43, 37, 69.

Grammar, teaching, on older teachers, 78.

Neglected, 134, 132. Increased attention

to, 134.

Grammar schools, division of, 3. Urged, 2.

Established, 11. Success of, 64, 171.

Graves, deposited round a schoolhouse, 47.

Greene, S. S. selections from report of, 134.

## H.

Hand holding up the, instead of speaking, 78.

Health, effect of bad seats on, 2, 138. Con-

nected with physiology, 13. Effect of bad

schoolhouses on, 73, 74, 97, 132. Important

in teachers, 118. Studies respecting, recom-

mended, 139. Caution as to, 132. See

*Consumption*, *Schoolhouses*, and *Spinal*.

High schools, Private, remarks on, 3. Inju-

rious, 27. Comparative appropriations for

common and, 44, 65. Abandoned for Com-

mon Schools, 39, 160. See *Money*, and *Private*

*Schools*.

History, of this country should be taught, 1.

Not attended to, 160.

Home, influence of, on schools, 9, 111, 118,

181. Teaching children at, 197. See *Parents*.

## I.

Illustrations, importance of, 40. See *Explanations*.

Improvements, in schools, 4, 8, 12, 13, 19, 24,

28, 33, 35, 36, 39, 40, 47, 53, 59, 60, 64, 66,

71, 78, 79, 83, 85, 87, 91, 93, 102, 103, 110,

111, 114, 118, 132, 132, 157, 160, 161, 163,

170, 171, 178, 183, 183, 186, 191, 193, 193,

194. In schoolhouses and schoolrooms, 3, 5, 21, 33,

41, 52, 71, 92, 96. (See *Schoolhouses*.) Man-

ifested in a desire for greater appropriations

of money, 5, 7, 14, 36, 38, 76, 99, 118, 146,

167, 169, 194. (See *Money*.) In the qualifica-

tions of teachers, 10, 96, 101, 110, 133, 163,

176. (See *Examination*, and *Teachers*.)

In the classification of scholars, 11, 28, 103.

In the Salem schools, 28. In the increased

interest of parents, 41, 68, 71, 83, 84, 92, 93,

110, 160. (See *Parents*.) In attention to

health and comfort of pupils, 41. In teach-

ers, 61, 71, 80, 102. (See *Teachers*.) Aids

to, 61. List of, 78. In reading, 80, 151,

186, 189. (See *Reading*.) In pronunciation,

93, 151. Detailed, 96. In attendance of

scholars, 170. See *Absence*, *Attendance*,

*Common Schools*, *Examinations*, and *Thoroughness*.

Indictment, relief from, 10.

Insubordination, cases of, 35, 43, 57, 127. See

*Government*, *Order*, *Punishment*, and *School*

*Government*.

Intermediate Schools, 3. See *Gradation*.

Interruption of teachers during recitation time,

4.

## J.

Juvenile Library, purchased, 42. See *Books*.

## K.

Keys, on the use of, 2.

## L.

Lamps, purchased for the schoolhouse, 161.  
 Language, improper, used by a teacher, 37.  
*See Proficiency.*  
 Law, neglect of the, 112, 130, 169. On reading the, in annual meetings, 139.  
 Lecture for school district meetings furnished by the Secretary of the Board of Education, 161.  
*See Addresses, and Meetings.*  
 Lessons, making up, 23. *See Studies.*  
 Letters, writing and folding of, 129.

## M.

Mann, Horace, on the compensation of school committees, 128. Lecture furnished by, for school meetings, 161.  
 Manners. *See Morals.*  
 Maps, blank, introduced, 16. Want of diagrams and, 60. Given, 61. Furnished, 71. Drawn on black-boards, 78, 151. Recommended, 95. On hanging, 137. Purchased, 159; by scholars, 161. *See Atlases.*  
 Mason, Lowell, says all can learn music, 59.  
 Massachusetts, cause of her ascendancy in the Union, 93. School documents of, sought abroad, 132.  
 Mathematical blocks, 71, 187.  
 Mints for schoolhouses, 92.  
 Matter, on overrating, compared with mind, 34.  
 Meetings, in districts for consultations and discussions upon the subject of schools, 19, 46, 66, 81, 82, 155, 161. Weekly, among teachers, 43. Of school committees, 60, 139. Of Prudential and other committees, for school purposes, 85. Of teachers and committees, 95, 150. Under the direction of the superintendent, 126. Of an association for diffusing school information, 191.  
 Memory, cautions as to the, 1, 69, 86, 88, 111, 123, 155.  
 Mind, on underestimating the, 34. Teachers without knowledge of the, 75, 86. Exercise of the, wanted, 155. Over-working the, 158.  
 Money, on appropriations of, for schools, 5, 7, 10, 14, 18, 36, 58, 76, 98, 99, 146, 149, 167, 183, 194, 195. On distributing, 7, 99, 100, 169, 175. On giving according to the average attendance of scholars, 13, 20, 120. Comparative appropriations of, for Public and Private Schools, 44, 139, 147, 154, 176, 183. (*See Private Schools.*) Withheld from a disobedient teacher, 65. (*See Wages.*) Wasted, 86, 98, 125, 161. Viewed as a premium on what is held most dear, 98. Parental indifference as to the expenditure of, 138. (*See Common Schools, and Parents.*) Not to be drawn until expended according to law, 188. *See Improvements.*  
 Morals and manners in schools, attended to, 5, 112, 151, 180. Necessarily taught, 15. Teachers deficient as to, 37. Increased attention to, wanted, 44, 61, 75, 110, 122, 132, 133, 144, 146, 153, 165, 166, 178, 181. Examination of teachers as to, 45, 122. Importance of teaching, 114. Deterioration in children's, 188. *See Proficiency.*  
 Music, in schools, 12, 50, 55, 58, 82, 96, 137, 158, 159. Commencing school with, prevents tardiness, 50. Every one can learn, 51, 59, 137. On employing a teacher of, 97. Persons who can teach, to be preferred, 132. Effects of, 151, 159. *See Singing Schools.*

## N.

Necessary outward appendages to schoolhouses, 74. *See Schoolhouses.*  
 Normal Schools, legislative appropriation for, 41, 56, 186. On applying to, for teachers, 41. Hailed with joy, 56. Commended, 69, 83, 144, 155, 166, 174, 179, 181, 187. Teachers from, 85, 155, 181, 187. Females advised to attend, 133, 187. On a standing application to, for teachers, 180.  
 Notation in arithmetic, attention to, 151.  
 Numeration, attention to arithmetical, 151.

## O.

Order, causes of want of, in schools, 8, 60, 113. Attempt to interrupt, 35, 42, 51. Prosecution for interrupting, 36. Little things disturbing the, 40. Necessity of, 42, 47, 52, 110, 111. Low windows prevent, 50. Whispering prevents, 52. Promoted by a faculty to interest scholars in their studies, 55. Good, 60, 118, 129, 130, 153, 156, 174. No government principle of, 106, 185. In religious meetings and schools compared, 112. Complaints of want of, 113, 127. *See Common Schools, Government, Insubordination, Parents, Punishment, School Government, and Teachers.*  
 Orrery, provided, 71.  
 Outhouses for schoolhouses, 74.

## P.

Parents, keeping their children from school, 10, 143, 160. On the responsibility of, 13, 33. Their want of interest in the schools, 13, 39, 41, 47, 48, 67, 108, 132, 138, 187. (*See Common Schools, and Fathers.*) Meetings of, for school purposes, 19, 46, 66, 81, 82, 155, 161. (*See Committees, and Meetings.*) Countenancing insubordination, 35, 67, 118, 150, 171. (*See Government.*) Attending examinations by, 39, 87, 88, 110. (*See Examinations.*) Should see that their children do not dodge examinations, 39, 67, 99. Increased interest of, in schools, 41, 68, 71, 84, 92. (*See Common Schools.*) Influence of, on good order, by visiting schools, 42. (*See Visiting.*) Must not uphold their children, 42, 53, 67, 138. (*See School Government.*) Influence of the sympathy and coöperation of, 47, 51, 53, 68, 83, 118, 131, 134, 148, 162, 174. Check upon troublesome, 51. Should confer with teachers when children are punished, 53. The best scholars are the children of the most interested, 68. Influence of the literary interest of, on children, 68. Effect of schools on, 84. Interfering with schools, 88, 102, 148, 162. On committees of, to visit their schools, 100, 139, 162, 177. Jealousy of, towards teachers, 106. Mistake of, as to teachers, 106. Should sustain the teacher, 115, 143, 145, 162. Jealous of the school committee, 129. Should make their children attend *regularly*, 142, 172. Visiting of schools by, indispensable, 162. Fault-finding with the school system, 173. Not a solitary school entered by, 187. Must sustain school committees, 192. Teaching their children at home, 197. *See Home.*  
 Party, Common Schools free from, 120, 149, 174.  
 Peter Parley mode of teaching, 117.

**Philosophy**, getting into the regimen of, 61, 105. Neglect of, 160.  
**Physical education**, study of, recommended, 139. See *Health*.  
**Physiology**, on studying, in schools, 17.  
**Playing the truant**, 170. See *Absence*.  
**Plutarch**, on unskilful teachers, 14.  
**Primary schools**, on qualifications of teachers for, 12, 179. Importance of thoroughness in, 25. Recommended, 182. See *Graduation*, *Reading*, and *Teachers*.  
**Principles**, on understanding, 33, 40, 128, 130, 172. Progress in the first, 105, 151. Preparatory to higher studies, 105.  
**Private Schools**, bad influence of, 36, 143, 175. Scholars leaving, for Common Schools, 59, 160. For prolonging Common Schools, condemned, 65, 183. Money appropriated for, 139, 154, 159, 183. See *High Schools*, and *Money*.  
**Profaneeness**, checked, 151, 183. See *Morals*.  
**Prompting in reading**, 86.  
**Pronunciation**, improvement in, 91, 93, 151. Considered of no importance, 129. See *Enunciation*, and *Sounds*.  
**Providence**, wages of female teachers in, 169.  
**Prudential committees**, importance of the office of, 15. Acting as superintending committees, 34. Responsibility of, to procure moral teachers, 37. Should be chosen early, 46, 179. Should be authorized to assure teachers of favor, 51. On rotation in selecting, 57. Duties of, 58, 136, 138, 179. Active, 71, 84. Joint meetings of school committees and, 85, 167. (See *Meetings*.) Association of teachers, committees and, recommended, 95. Limited as to wages for a teacher, 115. On their attending and taking part in examinations of teachers, 115, 157. (See *Examinations*.) May refuse offers, without assigning reasons, 117. Visiting of schools by, 138. (See *Visiting*.) Should furnish themselves with the school law, 167. Acting too independently, 195. See *Law*, and *Teachers*.  
**Punctation**, want of knowledge of, 128. Examination of teachers in, 191.  
**Punishment**, dispensed with, 3, 15, 82. Required, 3, 4, 13, 36, 43, 82, 84, 117, 145. Teachers have a right to inflict, 13. Case of, justified, 35. By exclusion from school, 51, 57. Kindness and delicacy instead of, 103, 130, 140, 174. Preferable to dismissal or insubordination, 111. Want of, at home, 115. See *Order*, and *School Government*.

Q.

**Qualifications of teachers**. See *Teachers*.  
**Questions**, on using, 40.

R.

**Race**, degeneracy of the, 74.  
**Rank**, not observed in schools, 3.  
**Reading**, without understanding the meaning, 1, 66. (See *Words*.) Primary school teachers should be proficient in the art of, 12. Too much a matter of form, 27. Modes of teaching, 78, 80, 120. Improvement in, 80, 151, 186, 189. Scholars correcting each other in, 80. System in, 86. On prompting in, 86. Badly taught, 120. Books for, recommended, 137. Bad, 186. Importance of, 188.  
**Recitation**, rooms for, wanted, 2. Interruption

of teachers during, 40. Parrot like, 40. Simultaneous by all the members of a class, 82, 85. Seats for, 137.  
**Registers**, badly kept, 3, 5, 81, 94, 112, 163. Not returned seasonably, 94. Wages should not be paid till the return of, 94, 97, 150, 191. (See *Wages*.) Accurately kept, 161. Mode of preparing and filing, 191.  
**Reports**, printed, 1, 3, 4, 6, 9, 10, 12, 13, 21, 26, 28, 33, 35, 41, 43, 49, 51, 56, 59, 61, 64, 67, 68, 87, 109, 123, 147, 152, 154, 160, 162, 163, 171, 172, 175, 178, 188. Value of, 53, 56, 71. Of teachers themselves, 56, 57. Final disposition of, 67. On preparing tables with, and circulating them, 81. On embodying in them records of visits by each member of the school committee, 100. On the law respecting, 169.  
**Retraachment in the means of education**, condemned, 97, 99, 194. See *Improvements*, and *Money*.  
**Rewards**, not given, 3.  
**Rhetoric**, on studying, in schools, 105.  
**Rotation in the selection of prudential committees**, condemned, 57.  
**Rules**, adopted respecting irregularity and absences, 22, 169, 170. Respecting schools, 28, 72. Furnished to teachers, 137.

S.

**Scholars**, should understand what they commit to memory, 1. (See *Memory*.) Go too fast, 1, 2, 54, 61, 117, 150, 172, 180, 185, 186, 187. (See *Common Schools*, and *Thoroughness*.) Morals of, attended to, 5. (See *Education*, and *Morals*.) Large, withdrawn before the schools close, 8. On attendance and absence of, at examinations, 8, 35, 63, 88, 99, 103, 110, 123. (See *Absence*, *Attendance*, and *Examinations*.) Delegates from the community around, 9. On keeping from school, 10, 143, 160. Should attend till a mature age, 10, 94, 160. Irregularity and entire absence of, 19, 143. Attendance of, dependent on the teacher, 20. (See *Teachers*.) Cases of insubordination of, 35, 42, 57, 103. (See *Order*.) On publishing the names of, absent from examinations, 47, 103. Insufficiency of their attainments when they leave school, 48. Turbulent, excluded from schools, 51. (See *Punishment*.) On increasing their interest in school, 54. Required to give the sounds, 59. (See *Pronunciation*.) The best, are children of the parents most interested in schools, 68. Should have constant employment, 72. Influence of schoolhouses on, 73, 74, 92. (See *Health*, and *Schoolhouses*.) Facing each other, 77. Leaving school because not allowed to whisper, 78. Answering and reciting simultaneously, 82, 85. Rebellious, 84. (See *School Government*.) Evils of prompting, 86. All the mental and moral capacities of, should be brought into action, 86. Young, attempting to busy themselves, 87. Kept from the summer schools, 92. (See *Summer Schools*.) Some, no wiser, 95, 111. Older, kept from winter school because taught by female teachers, 97, 117, 133, 140. (See *Females*.) Should not be confined to the text-books, 101. *Reflective* and *inventive* faculties of, exercised, 101. Well behaved and respectful, 103, 108, 129. Beginning, should be aided, 112. Advanced, should be left to grapple with their subject,



112. Visiting each other's schools, 147. (See *Visiting*.) On dismissing, after recitation, 152. Their highest motives to be appealed to, 155. Turbulent, 166. Management of young, 157. Too old to attend school, 160. Schoolhouse map and lamps purchased by, 161. Small, neglected, 164. Effect of the law for prosecuting for non-attendance of, 169. On supplying, with proper instruments, 181. Superficial, 185. (See *Thoroughness*.) Apparatus suitable for, 187. (See *Apparatus*.) Young, gaining upon the older, 192. Teaching at home, 197. See *Children, Common Schools, Parents, Punishment, and Teachers*.
- Scholarship in scholars, standard of, raised, 10, 39, 152. Indispensable requisite for good, 33. Low standard of, in schools, 48. Not injured by singing, 97. (See *Scholars*.)
- Scholarship in teachers, standard of, raised, 10, 176. (See *Improvements, and Teachers*.)
- School books. See *Books*.
- School committees, sub-committee of, 6. Importance of their office, 26, 60, 107, 192. Prudential committees acting as, 34. Increased number of, required, 44, 127. Faithful, 60, 66, 82. Monthly meetings held by, 60. (See *Meetings*.) Teachers refusing to obey, 65, 105. Cheering circumstances for, 84. Joint meeting of prudential and, for school matters, 85. Addresses by, 86. Do not sympathize with unprepared teachers, 91. Embarrassed by unqualified teachers, 93. An association of teachers, prudential committees and, recommended, 96. Should record each visitation and incorporate it with the annual report, 100. Remarks on their duties, 125, 135. Can recover full compensation by law, 128. Jealousy as to, 129. Resolution in behalf of, solicited, 156. The law respecting, as to reports, 169. Are but agents and ought to report, 169. Required to prosecute for non-attendance of factory children, 169. Instructed to raise the standard for qualifications of teachers, 176. On a lecture by, at the examination of teachers, 187. Condemned for doing their duty, 190. To file duplicate certificate, before wages are paid, 191. Must be sustained by parents, 192. Contracting of, with teachers, 195. See *Prudential Committees*.
- School districts, subdivision of, condemned, 6, 9, 52, 59, 157. (See *Common Schools*.) Evils of subdividing, noticed, 9, 52, 57, 108, 124, 157. Meetings in, on the subject of schools, 19, 46, 66, 81, 82, 155, 161. (See *Meetings*.) Should assure teachers of their favor, 51. Remedy for too large, 52, 113. Sustaining school government, 85, 115. Complaints about, 99. Gentlemen of, organizing themselves into committees to visit the schools, 100. Union of, to purchase apparatus, 187. See *Union Schools*.
- School government. (See *Order*.) Remarks on, 3, 13, 15, 27, 43, 47, 51, 88, 128, 140, 145, 154, 157. Difficulty respecting, 18. Necessity of maintaining, 42, 47, 143, 145, 188. Dependence of, on parents, 43, 51, 89, 106, 171, 181. Examination of teachers as to capacity for, 45. Teachers must have capacity for, 53. Certificates for, should be required from former employers, 69. Rules as to, 72. Sustained by a district, 85. Parental interference with, 88, 106. Tyrannical, 91. Kindness in, 103. Want of, 122. Of skilful teachers, 152. See *Government, Insubordination, Order, Parents, Punishment, and Teachers*.
- Schoolhouses and schoolrooms, defects of, 2, 20, 73, 74, 77, 97, 98, 115, 179, 183, 186. Effects of bad seats in, 2, 20, 73, 98, 122. Commended, 5, 123. Behind the times, 5, 73. Enlarged and improved, 9, 41, 58, 62, 85, 102. Built, 10, 21, 35, 71, 92, 123, 175, 193. Repaired, 10, 71. Wanted, 11, 80, 113, 144, 145, 195. Effects of bad, 20, 61, 73, 77, 144, 175. Effects of, on a member of the school committee, 20. Effect of good, 21, 92, 186. Wants in, 27, 60, 77, 178. Plan of, 32. Gravel spread round, 41. Hell given for, 41. Too near the road, 50. With too low windows, 50. Seats in, defaced, 57. To be kept neat, 58. Uninjured, 62, 92. On setting trees about, 63. Hints as to keeping, 73, 178. Necessary appendages to, 74. Good auction-rooms, 77. Children facing each other in, 77. Increase the value of real estate, 81, 148. (See *Common Schools*.) Reputation of towns dependent on the, 81. Decorated for examinations, 85. Well furnished, 92. New arrangement in, 92. Smoky, 123. Hints on constructing, 137, 188. Music boxes, 164. Proposition to the town to purchase, 179. See *Common Schools, Health, and Seats*.
- School library, juvenile edition of the, purchased, 42. Recommendations as to the, 63.
- Scrapers for schoolhouses, 92.
- Seats, effects of bad, 2, 20. Defaced, 57. Evil of too elevated, 98. Exclusively for recitations, 137.
- Sectarianism, books of, excluded, 17. Depreciated, 37, 132, 151, 165. Influence of, against teachers, 79. Excluded, 112.
- Self-education, wanted, 155. See *Common Schools, Education, and Scholars*.
- Shaw, Chief Justice, cited respecting parents and teachers, 105.
- Singing schools interfering with town schools, 77. See *Music*.
- Sounds, scholars required to give, 59. See *Enunciation, and Pronunciation*.
- Spelling, teachers defective in, 16. Evening schools held for, 65. Modes of teaching, 78. Time for learning, 92. Careless habit of, 151. Defective, 186. Importance of, 188. Improved, 189.
- Spelling-books, destitution of, 35. Almost excluded, 56. Evil of different, 164.
- Spine, cause of diseases of the, 2, 158.
- Stocks, putting children in, 99.
- Stores for ventilation, 96.
- Studies, remarks on the, in schools, 24. Too many, 105. Too high, 105. Preparation for the higher, 105. To be taught, 107. Going over and over the same, 180. See *Common Schools, and Education*.
- Summer schools, importance of, 36, 92, 179, 192. Degeneracy of, 92. See *Females*.
- Superintendent of Common Schools recommended, 6, 44, 125. Selections from the report of one, 124.
- Synopsis of weekly exercises in a school, 30.
- T.
- Tardiness, effect of music in preventing, 50. See *Absence, and Attendance*.

**Teachers, having ability to communicate, 4, 7, 8, 75, 83, 178. Importance of good, 4, 43, 55, 57, 80, 95, 115, 116, 117, 127, 136, 179, 184. Influence of, 4, 184. Difficulties caused by unsuitable, 4, 45, 56, 182. Qualifications required in, 7, 45, 49, 53, 55, 78, 84, 86, 98, 107, 110, 116, 118, 135, 167, 178, 181. Rules as to examining, 8, 71. Incompetent, 8, 16, 66, 69, 102, 110, 130, 135, 144. Partiality in employing, 8, 70, 93, 121. Standard of their qualifications advanced, 10, 101, 135, 163, 176. (See *Improvements*, and *Scholarship*.) Qualifications of, for primary schools, 12. Infliction of punishment by, 13, 35, 41, 106. (See *Punishment*.) Every thing depends on the, 14, 49, 95, 162. Plutarch cited, on unskilful, 14. Necessarily moral teachers, 15. (See *Morals*.) Influence of their example, 15, 37. Never too well qualified, 16, 83. Attendance of scholars dependent upon, 20. Commended, 35, 105, 162. Opposed and sustained by scholars, 36. Deficient in giving moral instruction, 37. Using indecent language in school, 37. Male and female, compared, 37, 40, 57, 96, 97, 103, 108, 109, 110, 116, 120, 131, 133, 140, 156, 167, 168, 183, 185, 186. Interruption of, while hearing recitations, 40. Irritable, 40. On re-engaging, 41, 61, 66, 67, 109, 144, 183. On taking, from Normal Schools, 41, 81, 155, 181. (See *Normal Schools*.) Should bring certificates from their former employers, 41, 69. Parents must sustain, 43, 115, 130, 162. (See *Parents*.) Weekly meetings among, 43. (See *Meetings*.) Commencing school before examination, 45, 77, 112, 115, 130, 134, 143. (See *Examinations*.) Evidence required as to their moral character, 45; as to their capacity to govern, 45, 163. Cases of rejected, 45, 46, 70, 77, 82, 91, 98, 103, 144. Engaged without sufficient inquiry, 50. Enthusiastic, 51. On countenancing, 51. Should have capacity for government, 53, 59, 69, 118, 143. Should be conferred with, in cases of difficulty, 53. On investigating their conduct, 53. The best are the cheapest, 55, 121, 127, 144, 199. Want of good, 55, 56, 59, 69, 113, 121, 144, 174, 179. On reports by, 56, 57. Backward schools need the best, 56, 122, 127. Too young, 56, 69, 100, 103, 110. Inexperienced, 56, 69, 100, 103. Dismissed, 57, 65, 77, 110. Have comparatively small influence, 58. On condemning them unheard, 59. Maps given by, 61. Improvement as to, 61. (See *Improvements*.) Should not be employed when the district is opposed, 63. Cautions as to selecting, 64, 70, 83, 115, 135, 138, 143, 166, 179. (See *Examinations*.) Refusing to obey the committee, 65, 105. Wages withheld from, 65. (See *Wages*.) Rules to be observed by, 72. Various suppositions as to defects and qualifications of, 74. Distant and uninviting, 75. Stupid and unenergetic, 75, 78. Unfavorable remarks against, 79, 88, 102, 134, 162. Rejected though approved elsewhere, 82. From Normal Schools, 85. (See *Normal Schools*.) Prompting by, condemned, 86. Engaged too late, 91. No apologies for their failure at examination, 91. Tyrannical, 91. Defects of, apparent at the examinations of their schools, 93. Should not be paid before they return their registers, 94, 97, 150. An association of committees**

and, recommended, 95. Should teach beyond the text-books, 101, 135. Hire the best, 101. Exercising the *reflective* and *inventive* faculties, 101. Constitutional differences in, 102. Must be interested if they would interest scholars, 102. Should be educated partly in Common Schools, 103. On simplifying their labors, 104. Disobedience of, countenanced by parents, 105. (See *Parents*.) Not employed by parents or districts, but by the town, 105. Chief Justice Shaw cited respecting, 105. Jealousy of parents towards, 106. Extent of the authority of, 106. Treated with neglect by parents, 108. Boarding round, 112. Price for, limited, 115. Health and vigor requisite in, 118. Always to be examined before commencing school, 118. Better resign if they cannot govern, 118. Value of a superintendent, in selection of, 126. Defective in pronunciation, 128. Itinerant, 131. Failing to present themselves for examination, 130. Who can instruct in music to be preferred, 131. Good, command good wages, 131, 144, 168. Failing of success, on account of the school-house, 144. Visiting each other's schools, 147, 161, 183. Certificates withheld from, unless examined before commencing school, 149. Apparatus purchased through the influence of, 159. On a standing application to Normal Schools for, 180. Divided attention of, 182. Interested when out of school, 182. Entire time of, demanded, 183. Not to draw money till &c., 188, 191. Meetings of, 190. Contracting with, by the general committee, 195. See *Common Schools*, *Females*, *Government*, *Parents*, and *Wages*. Teaching, thorough, urged, 1, 155. Hints on, 112. Peter Parley mode of, 117. In advance of the pupil's attainments, 119. As a profession, 133, 174, 180. See *Scholars*, and *Thoroughness*.

Testaments, used in schools, 55. Theatrical exhibitions in schools, 156. Thermometers for schoolrooms, 178. Things and not words to be taught, 62, 69, 75. Thoroughness, in the examination of schools, 1, 39, 72, 94. (See *Examinations*.) In instruction, urged, 1, 24, 25, 54, 60, 62, 77, 155, 156, 163, 172, 180, 185. In primary school teachers, indispensable, 12, 179. In the art of reading, 12. Importance of, in primary schools, 25. Of teachers, 45, 46, 61, 151. (See *Teachers*.) In the examination of teachers, 64, 110, 118, 135, 144. In arithmetic, 130, 163. Resolution respecting, recommended, 156. Case of want of, 172. Committee condemned for, 190. Tone of voice, complaints as to, 79, 85. Trees about schoolhouses, 63. Truants from school, 170.

## U.

Union schools, recommended, 6, 9, 57, 80, 89, 113, 123, 127, 164, 175, 180. Advantages of, stated, 6, 9, 89, 123, 124, 167, 168, 183. See *Common Schools*, and *School Districts*. Unlearning errors, difficulty of, 12, 144.

## V.

Vacations, 86. Ventilation, importance of, 27, 97. Stoves for, 96. Frequent manner of, 122, 123. See *Air*.

Visiting of schools, 60, 128, 137, 147, 152, 162, 173. By school committees, disliked by parents, 129, 181. By prudential committees, 138. Committee for, recommended, 139, 177. (*See Committees.*) By the scholars of different schools, 147. Always promotes their prosperity, 161. Associations for, 168. Voice, complaint as to the tone of, 79, 85.

## W.

Wages, withheld from a disobedient teacher, 65. On withholding, till return of the registers, 94, 97, 150, 191. Of female teachers too low, 96, 169. Depend upon certificate, 111, 134. Case of limited, 115. Good teachers always command good, 131, 144, 168. Of female teachers in Providence, 169. Not paid till endorsed certificates are filed with the town treasurer, 191. *See Money, and Teachers.*

Webster, Daniel, cited on Public and Private Schools, 183.

Whispering, evils of, in schools, 52, 78. Scholars disaffected because forbidden, 78.

Windows, should be made to let down, 27. Too low, 50.

Winter schools. *See Females.*

Worcester's Primer, recommended, 137. His Comprehensive Dictionary, 164.

Words, teaching without ideas, 62, 69, 75, 118, 128. Defining, 78. *See Memory.*

Writing, improvement in, 6. Coarse hand first, 7. On hiring a person expressly to teach, 88. Bad, because of bad desks, 98. Improvement in, 116. Books for, recommended, 132. *See Composition.*

## Y.

Young, Samuel, on moral and intellectual education, 114.



















MAY 3 - 1951



